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## ABSTRACT

This is the final report of an inservice training program for library paraprofessionals, a 10-month pilot project funded by the Library Services and Construction Act (LSCA) Title III and matching state appropriations through the Virginia State Library. Designed by an area library networking committee to provide library paraprofessionals with competence in basic library skills and to reinforce positive public service attitudes, the project included seven program modules, five training workshops, a 10-week course on basic library skills, and a lecture on censorship and intellectual freedom in libraries. Summaries and essential materials for each of the components are provided, as well as extensive evaluation information. (Author/RAA)

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IN-SERVICE TRAINING PROGRAM  
FOR LIBRARY PARAPROFESSIONALS:  
A REPORT

Prepared by  
Donna R. Bafundo

A project of the  
Library Networking Committee  
of the  
Consortium for Continuing Higher Education in Northern Virginia  
in cooperation with  
George Mason University  
The State University in Northern Virginia  
Division of Continuing Education

Funded by LSCA, Title III  
and matching state appropriations  
through the Virginia State Library

June 1981

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## PREFACE

This report has been prepared in conjunction with the "In-Service Training Program for Library Paraprofessionals", a continuing education project supported by a grant funded by LSCA, Title III and matching state appropriations through the Virginia State Library.

The grant was awarded to the Library Networking Committee of the Consortium for Continuing Higher Education in Northern Virginia in cooperation with the Division of Continuing Education of George Mason University, the State University in Northern Virginia. The Library Networking Committee, which was formally constituted in 1976, is composed of academic, public, school and special libraries of the Northern Virginia Planning District VIII (see Appendices B and E). The Library Networking Committee meets bi-monthly under the aegis of the Consortium for Continuing Higher Education in Northern Virginia (see Appendices A and C). It has assumed a leadership role in planning, initiating, and coordinating cooperative activities and projects among its member libraries.

The "In-Service Training Program for Library Paraprofessionals" adds one more project to an impressive history of successful, cooperative efforts of the Library Networking Committee, all of which have resulted in an extension of resources and services to the library patrons of Northern Virginia.

The Library Networking Committee commends the Virginia State Library for funding this in-service training endeavor and trusts that many libraries throughout the state and country will benefit from the development of this program in years to come.

## TABLE OF CONTENTS

|                                                                   | Page |
|-------------------------------------------------------------------|------|
| Acknowledgements. . . . .                                         | 1    |
| Introduction. . . . .                                             | 11   |
| Chapter I.      PROGRAM NARRATIVE. . . . .                        | 1    |
| Introduction. . . . .                                             | 1    |
| Program Participants. . . . .                                     | 1    |
| Program Goals. . . . .                                            | 2    |
| Program Objectives. . . . .                                       | 2    |
| Program Modules. . . . .                                          | 2    |
| Program Timeline. . . . .                                         | 4    |
| Registration Policies and Procedures. . . . .                     | 5    |
| Program Enrollment. . . . .                                       | 5    |
| Program Publicity. . . . .                                        | 5    |
| Program Presentations. . . . .                                    | 6    |
| Chapter II.     PROGRAM ADMINISTRATION. . . . .                   | 7    |
| Administrative Staff. . . . .                                     | 7    |
| Instructional Staff. . . . .                                      | 7    |
| Library Networking Committee. . . . .                             | 8    |
| Project Review Committee. . . . .                                 | 8    |
| Program Monitors. . . . .                                         | 8    |
| Evaluation Team. . . . .                                          | 9    |
| Cooperating Agencies, Organizations and Institutions. . . . .     | 9    |
| Chapter III.    PROGRAM MODULES, SUMMARIES AND MATERIALS. . . . . | 12   |
| Basic Communication Skills. . . . .                               | 13   |
| Advanced Communications. . . . .                                  | 21   |
| Basic Reference Tools. . . . .                                    | 31   |
| Media Mania. . . . .                                              | 34   |
| Business Reference Services. . . . .                              | 44   |
| Basic Library Skills for the Library                              |      |
| Paraprofessional. . . . .                                         | 49   |
| Education, Morality and Religion: A Recipe for                    |      |
| Censorship?. . . . .                                              | 80   |
| Chapter IV.     EVALUATION. . . . .                               | 83   |
| Section 1: Background and Statement of the Problem .84            |      |
| Introduction. . . . .                                             | 84   |
| Background and Context. . . . .                                   | 85   |
| Statement of the Problem. . . . .                                 | 86   |



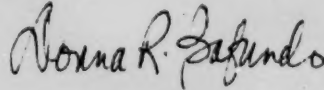
|            |                                                                         |         |
|------------|-------------------------------------------------------------------------|---------|
|            | Definition of the Variable. . . . .                                     | 87      |
|            | Limitations of the Study. . . . .                                       | 87      |
| Section 2: | Review of the Literature. . . . .                                       | 89      |
|            | Need for In-Service Education for<br>Library Paraprofessionals. . . . . | 89      |
|            | Look at In-Service Training Programs. . . . .                           | 91      |
|            | Summary of Literature Research. . . . .                                 | 92      |
| Section 3: | Methods and Procedures. . . . .                                         | 94      |
|            | Sample and Population. . . . .                                          | 94      |
|            | Treatment. . . . .                                                      | 94      |
|            | Instrumentation. . . . .                                                | 96      |
|            | Research Design. . . . .                                                | 97      |
|            | Internal Validity. . . . .                                              | 97      |
|            | External Validity. . . . .                                              | 97      |
|            | Data Collection Procedures. . . . .                                     | 98      |
|            | Data Analysis Procedures. . . . .                                       | 98      |
| Section 4: | Findings of the Study. . . . .                                          | 100     |
|            | Descriptive Results. . . . .                                            | 100     |
|            | Technical Library Skill. . . . .                                        | 101     |
|            | Description of Participants. . . . .                                    | 101     |
|            | Instructors. . . . .                                                    | 101     |
|            | Instruction and Methods. . . . .                                        | 101     |
|            | Results of the Hypothesis Tests. . . . .                                | 101     |
| Section 5: | Conclusions and Implications. . . . .                                   | 102     |
|            | Interpretation of Findings. . . . .                                     | 102     |
|            | Implications for Future Research. . . . .                               | 103     |
|            | Summary. . . . .                                                        | 103     |
|            | Tables I - XIII. . . . .                                                | 104-111 |
|            | Bibliography. . . . .                                                   | 112     |
| Chapter V. | SUMMARY. . . . .                                                        | 114     |
|            | Program Abstract. . . . .                                               | 114     |
|            | Recommendations. . . . .                                                | 117     |
|            | Future Implementation. . . . .                                          | 118     |
|            | Conclusion. . . . .                                                     | 119     |
| Appendices | A. Member Institutions of the CCHENV. . . . .                           | 120     |
|            | B. 1980-1981 Members of the LNC of the CCHENV. . . . .                  | 121-122 |
|            | C. Purposes and Goals of the LNC of the CCHENV. . . . .                 | 123     |
|            | D. Program Brochure. . . . .                                            | 124-125 |
|            | E. Northern Virginia Planning District VIII. . . . .                    | 126     |
|            | F. Project Personnel                                                    |         |
|            | 1. Administrative Staff. . . . .                                        | 127     |
|            | 2. Instructional Staff. . . . .                                         | 128     |
|            | 3. Project Review Committee Members. . . . .                            | 129     |
|            | 4. Program Monitors. . . . .                                            | 130     |
|            | 5. Evaluation Team. . . . .                                             | 131     |
|            | G. Virginia State Library Administration. . . . .                       | 132     |
|            | H. Organizational Structure. . . . .                                    | 133     |
|            | I. Registration Policies and Procedures. . . . .                        | 134-135 |
|            | J. Registration Form and Cover Letter. . . . .                          | 136-139 |

|    |                                                                      |         |
|----|----------------------------------------------------------------------|---------|
| K. | Minutes                                                              |         |
| 1. | LNC Meeting Agendas. . . . .                                         | 140-142 |
| 2. | Project Review Committee<br>Minutes. . . . .                         | 143-161 |
| 3. | Instructional Staff Minutes. . .                                     | 161-166 |
| L. | Registration/Attendance Analysis. . . . .                            | 167     |
| M. | Participating Libraries by Type. . . . .                             | 168-169 |
| N. | Representation Figures by Type of Library. . . .                     | 170     |
| O. | Continuing Education Units Awarded. . . . .                          | 171     |
| P. | Evaluation Questionnaires: Workshops,<br>Lecture and Course. . . . . | 172-198 |
| Q. | Keypunch Instructions. . . . .                                       | 199     |
| R. | Course Pre-Test and Post-Test. . . . .                               | 200-203 |

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This project was the result of the cooperation of a great number of individuals whose dedication and commitment to quality contributed significantly to its success.

On behalf of the Library Networking Committee of the Consortium for Continuing Higher Education in Northern Virginia, I extend a special note of thanks to my secretary, Ms. Nancy A. Woolever, and to all who contributed so unselfishly of their time and resources.



Donna R. Bafundo  
Project Coordinator

## INTRODUCTION

The marked increase in numbers of paraprofessionals currently serving on the staffs of Library Networking Committee member libraries drew the Library Networking Committee's attention to the need to provide in-service training opportunities through a regional, continuing education program.

Despite the fact that employing library paraprofessionals is not unique to Northern Virginia, no formal training program has existed for them beyond what has been provided "on-the-job" by professional librarians.

The "In-Service Training Program for Library Paraprofessionals" responds to the unserved library paraprofessionals' need for training in library concepts, technical skills, and preparation for public service work.

The purpose of this report is to clearly describe the activities of this project so that it can be used as a model for others to follow when developing training programs for library paraprofessionals.

The project, designed by the Consortium for Continuing Higher Education in Northern Virginia's Library Networking Committee, was a grant-supported ten month program consisting of five training workshops, a comprehensive ten-week course, and a lecture. The chapters which follow provide a general discussion of the program, information on program administration, a detailed presentation of the methods and materials developed in each of the program's seven modules, a formal research study conducted to evaluate the project, and a summary which includes an abstract of the project and recommendations for future implementation.

CHAPTER I.  
PROGRAM NARRATIVE

Introduction

The first formal training program of its kind in Northern Virginia, the "In-Service Training Program for Library Paraprofessionals", was a ten month pilot project funded by LSCA, Title III and matching state appropriations through the Virginia State Library from September 2, 1980 through June 30, 1981. The \$25,465.00 grant was awarded for the purpose of conducting a training program for paraprofessional library personnel who were employed by or who served as volunteers in the member libraries of the Library Networking Committee of the Consortium for Continuing Higher Education in Northern Virginia. (see Appendix B.)

Program Participants

409 participants from 53 different libraries in Northern Virginia were served by the seven training modules which constituted the in-service program. The participants represented numerous types of libraries: 17% were from academic libraries (college and university); 42% were from public libraries (county and city); 11% were from school libraries (public and private); and 30% were from special libraries (corporate, business, federal and law). (see Appendix M.) The general characteristics of the library paraprofessionals who participated in the project are described in Chapter IV: Evaluation, page 83, and in Tables II-XI, pages 105-110.



### Program Goals

The goal of the program was to provide in-service training opportunities through a regional continuing education program which was designed by the Library Networking Committee to provide library paraprofessionals with competence in basic library skills and to reinforce positive public service attitudes.

### Program Objectives

The general objectives of the program were:

1. To improve the quality of service offered to patrons of Library Networking Committee member libraries.
2. To provide selected educational opportunities in Northern Virginia to meet the specific staff needs of Library Networking Committee members.
3. To foster inter-library and inter-institutional cooperation.
4. To stimulate the sharing of resources by Library Networking Committee members.
5. To promote the development of recognized standards for the training of non-professional library personnel in service positions.
6. To field test and evaluate a pilot project in Northern Virginia which would have the potential to:
  - a. Be self-perpetuating in Northern Virginia under the auspices of George Mason University's Division of Continuing Education.
  - b. Serve as a possible model for other jurisdictions within Virginia.

### Program Modules

The program was divided into seven modules so that the paraprofessionals could select activities which accommodated their need for training in areas

which specifically related to their job responsibilities and to their level of skill. Participants could select from among the following seven training modules:

Five training workshops

1. Basic Communication Skills
2. Advanced Communications
3. Basic Reference Tools
4. Media Mania
5. Business Reference Services

A ten-week course

6. Basic Library Skills for the Paraprofessional

A lecture program on censorship and intellectual freedom in libraries

7. "Education, Morality and Religion: A Recipe for Censorship?"

Specific objectives for each of the training modules, as well as the methods utilized and materials produced, are contained in Chapter III of this report.

Project Timeline

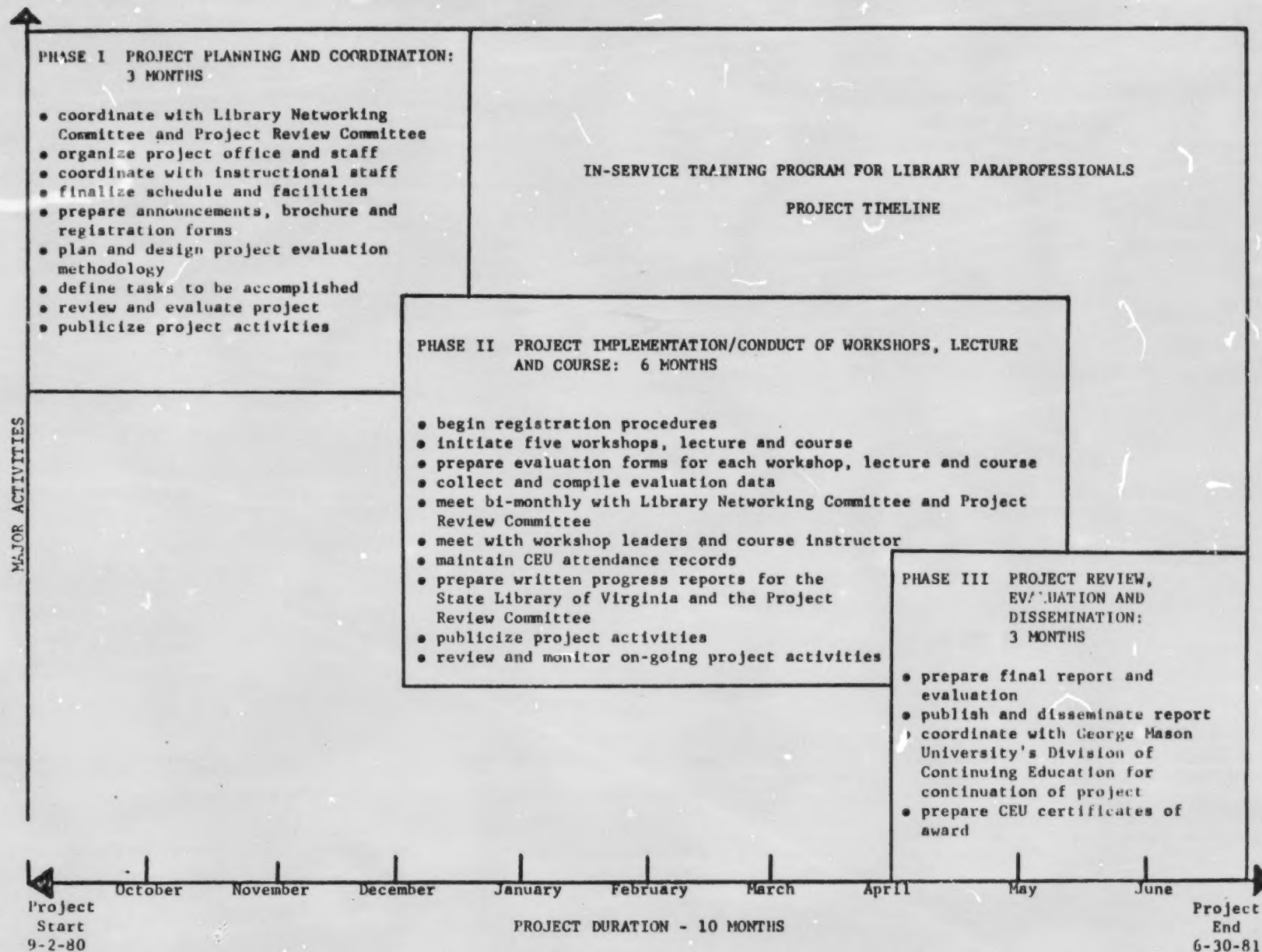
The project was conducted in three overlapping phases over a ten month duration.

Phase I - Project Planning and Coordination: 3 months

Phase II - Project Implementation/Conduct of Workshops, Lecture  
and Course: 6 months

Phase III - Project Review, Evaluation and Dissemination: 3 months

A project timeline of activities follows:



### Registration Policies and Procedures

Because the grant was awarded to the Library Networking Committee, participation in the program was limited to paraprofessionals employed by or serving its 416 member libraries. Participants had to be nominated by their library supervisor or director in order to participate in each of the training modules. The objective was to serve as many of the types of libraries represented on the Library Networking Committee and to train as many paraprofessionals as possible.

A rather detailed registration policies and procedures statement was prepared to insure equity in the nomination and registration process. Appendix I contains the selection criteria, selection process and notification procedures that were formulated. Fortunately, all of the 374 nominations submitted by the 46 responding library directors were accommodated, and the "lottery-style" selection procedures did not have to be implemented. The registration form and accompanying cover letter which were sent to the library directors are exhibited in Appendix J.

### Program Enrollment

In an effort to maintain academic quality, enrollment was limited to 30 participants for each of the workshops and for the course. The lecture program limit, however, was set at 200. Some attrition was anticipated and to account for it, each training module was oversubscribed by at least five people. A registration/actual enrollment analysis appears in Appendix L.

### Program Publicity

A promotional strategy was initiated early in the project to inform potential participants as well as the citizens of Northern Virginia about the in-service training program. Informational brochures, designed to encourage

program participation, were distributed to the 416 Library Networking Committee member libraries (see Appendix B.) Press releases which were prepared by George Mason University's News and Information Services, appeared in the Washington, D.C. metropolitan area and local newspapers. Promotional articles appeared in several newsletters: George Mason University's Gazette, the Consortium for Continuing Higher Education in Northern Virginia's Consort, and the Library Council of the Metropolitan Council of Government's AXIS. The project was further publicized through the Library Networking Committee members' internal communication channels.

#### Program Presentations

Several presentations made by the Project Coordinator also contributed to the public's awareness of the project:

Tyson's Corner Librarians, October 22, 1980

Metropolitan Council of Governments, Library Council, March 20, 1981

East Coast Conference of COLT (Council of Library/Media Technical Assistants), May 15, 1981

Joint Meeting of the CCHENV Board of Directors and the Citizens Advisory Committee, May 19, 1981



## CHAPTER II.

### PROGRAM ADMINISTRATION

This chapter contains information on the organizational structure of the in-service training program, presents details on how the program was monitored by committees, and identifies cooperating community agencies, organizations and institutions (see Appendix H for an organizational chart).

#### Administrative Staff

The principal administrator of the project, the Project Coordinator, managed the program in fifteen hours per week under the supervision of the CCHENV Administrator, the Library Networking Committee and the Project Review Committee, a sub-committee of the Library Networking Committee which was commissioned with the exclusive responsibility of overseeing the project. The Project Secretary was employed twenty hours per week to provide clerical and administrative assistance to the Project Coordinator.

#### Instructional Staff

The instructional staff, composed of the workshop trainers, the instructor of the ten week course and the lecturer for the program on censorship, was selected by the Project Review Committee. The staff met initially on September 25, 1980 to organize the training modules and finalize the program schedule and again on May 12, 1981 to review the program materials in preparation for the final report and to make recommendations for the future implementation of the program. The Project Coordinator also met with each of the instructional



staff members in preparation for their particular program activity. The instructional staff members are listed in Appendix F, and the minutes of their meetings appear in Appendix K.

#### Library Networking Committee

The Project Coordinator reported bi-monthly on the progress of the project to the Library Networking Committee at its meetings on October 28, 1980, December 16, 1980, February 24, 1981, and finally on June 23, 1981 at which time the final report of the project was delivered. The agendas of the meetings, in lieu of lengthy minutes, are included in Appendix K.

#### Project Review Committee

The Project Review Committee served as the primary consultant and decision-making body to the administrative staff. The committee was composed of the Consortium Administrator; the Chairperson of the Library Networking Committee; the Dean of the Division of Continuing Education of George Mason University; a representative of the Department of Education at George Mason University; the Chairperson of the Library Networking Sub-committee on Grants, who chaired the Project Review Committee; and members of the Library Networking Committee, which included a representative from an academic, special, school and a public library. The Project Review Committee met bi-monthly on September 23, 1980, November 25, 1980, January 27, 1981, March 24, 1981, and May 26, 1981 to provide overall direction for the project, a charge given directly to them by the Library Networking Committee. Committee members are listed in Appendix F, and the minutes of the five meetings appear in Appendix K.

#### Program Monitors

The in-service training activities were very carefully monitored by volunteer members of the Library Networking Committee. The monitors were

required to submit a written evaluation of the program's effectiveness along with recommendations for improvements. The monitors' reports were shared with the Project Review Committee and many of the recommendations were implemented in the training activities which followed. (see Appendix F.)

#### Evaluation Team

The evaluation of the in-service training program was conducted under the direction of Dr. Wayne Thomas, Assistant Professor of Education at George Mason University. Two graduate students who were studying Educational Research and Methodology under Dr. Thomas, conducted a formal research study on the entire in-service training program. The study appears in its entirety in Chapter IV of this report. The evaluation team members appear in Appendix F.

#### Cooperating Agencies, Organizations and Institutions

A regional, in-service education project of this nature and scope could not exist in a vacuum. It required substantial inter-library and inter-institutional cooperation. The impressive degree of commitment exhibited through contributions of time and resources of the following agencies, organizations and institutions was the key to the project's development and ultimate success:

Virginia State Library, Richmond

Consortium for Continuing Higher Education in Northern Virginia

Board of Directors

Citizens Advisory Committee

Consortium Administration

George Mason University

Center for Research and Advanced Studies

Budget and Finance Office

Design and Publications

University Computing Services

News and Information Services

Division of Continuing Education

Department of Education

Metro Campus Conference Center

Media Services

Fenwick Library

Northern Virginia Community College

Northern Virginia Community College - Alexandria Campus

Audio-Visual Services

Learning Resource Center

Marymount College of Virginia

Virginia Polytechnic Institute/State University--Dulles Center

University of Virginia--Falls Church Regional Center

Fairfax County Public Libraries

Tysons-Hummit Branch of Fairfax County Libraries

MITRE Corporation, McLean, Virginia

Tyson's Corner Librarians

Metropolitan Council of Governments, Library Council

Council of Library/Media Technical Assistants (COLT)

The Library Networking Committee of the CCHENV (see Appendix B)

American Library Association: Office for Intellectual Freedom

The Library Networking Committee of the Consortium for Continuing Higher Education in Northern Virginia gratefully acknowledges the guidance and commitment demonstrated by the following members of the Virginia State Library:

Mr. Donald Haynes, State Librarian

Mr. William Hubbard, Director of Library Services

Ms. Dorothy Fuller, Assistant Director for Library Development

Ms. Ida Patton, Administrative Consultant

Ms. Barbara Theile, Public Library Consultant

Progress reports were periodically submitted to the Virginia State Library, to include minutes of meetings and supporting documents related to the project's activities. The Virginia State Library administration attended the lecture program in Arlington.

### CHAPTER III.

#### PROGRAM MODULES, SUMMARIES AND MATERIALS

This chapter contains the substance of the "In-Service Training Program for Library Paraprofessionals", namely the summaries and the essential materials for each of the seven program modules: the five training workshops, the ten week course and the lecture program. The program materials consist of both original and secondary sources. Program materials which were designed by authors other than the program instructors are credited in footnotes or bibliographic citations.

## BASIC COMMUNICATION SKILLS

DATE: December 18, 1980

PLACE: MITRE Corporation  
1820 Dolley Madison Boulevard  
McLean, Virginia

TIME: 12:30 p.m. to 4:30 p.m.

INSTRUCTOR: Amy Hittner, Ph.D.  
Assistant Professor, George Mason University  
Department of Education

MEDIA TECHNICIAN: Mr. George Summers  
George Mason University, Media Services

WORKSHOP MONITORS: Mrs. Deane Dierksen, Director,  
Mary Riley Styles Public Library  
Ms. Maxine Hanke, Director, Regional Medical Library,  
National Library of Medicine

WORKSHOP DESCRIPTION: A workshop designed to address attitudes of service, listening skills, "I" language, verbal and non-verbal communication, appearance, self-image, interpersonal relations, and exercises in resolving typical library problem situations.

WORKSHOP GOAL: To improve the communication skills of library para-professionals who are in service rendering positions.

WORKSHOP AGENDA: 12:30 - 1:00 Introduction to Communication Workshop:  
Format and Goals  
Introduction Exercise: "Getting Acquainted"

1:00 - 1:30 Measuring Communication Skills:  
Video-taped situations. View video-tape of typical library situations and respond to statements. Discussion of basic communication variables.

1:30 - 2:30 Practice in Communication Skills - I  
Small Group practice in facilitative communication. (Role play and video-tape)

2:30 - 2:45 Break

2:45 - 3:00 Feedback and Discussion: Large Group



- 3:00 - 4:00 Practice in Communication Skills - II  
Small group practice in facilitative communication. (Role play and video-tape)
- 4:00 - 4:30 Evaluation and Closure: Discussion of communication issues and administering of evaluation instrument.

## WORKSHOP SUMMARY:

Thirty-three paraprofessionals participated in the workshop, in which practical techniques in interpersonal communications were introduced and illustrated through role playing of "typical" reference service conflict situations. Empathy, respect, genuineness, confrontation and concreteness were presented as vital communications components. The participants were able to practice interpersonal process variables using video-tape. This enabled the participants to "play-back" the role playing exercises and observe and evaluate each other on the variables of empathy, respect or warmth, genuineness or authenticity, confrontation and concreteness.

## EVALUATION:

Information can be found in Chapter IV, Section 5, pages 102-111.

## WORKSHOP MATERIALS:

Interpersonal Process Variables<sup>1</sup>

## SCALE 1

EMPATHIC UNDERSTANDING IN INTERPERSONAL PROCESSES:  
A SCALE FOR MEASUREMENT

Definition: The ability to perceive another's experience and then to communicate that perception back to the individual. I listen to you as you speak to me, and though I cannot experience, I begin to have a mind-picture of the essence of what you are describing. I share this with you in "I" language (statements about me rather than about you).

## SCALE 2

THE COMMUNICATION OF RESPECT IN INTERPERSONAL  
PROCESSES:  
A SCALE FOR MEASUREMENT

Definition: The ability to communicate to the other individual his/her sincere belief that each of us possesses the inherent strength and capacity to make it in life, and that each person has the right to choose his/her own alternatives and make his/her own decisions.

<sup>1</sup>Carkuff, Richard R. The Art of Helping, IV. Human Resource Development Press. Amherst, Massachusetts. 1980

SCALE 3  
FACILITATIVE GENUINNESS IN INTERPERSONAL PROCESSES:  
A SCALE FOR MEASUREMENT

Definition: The ability to be freely him/herself-non-phoniness, non-role playing, non-defensiveness. His/her outer words and behavior match his/her inner feelings.

SCALE 4  
FACILITATIVE SELF-DISCLOSURE IN INTERPERSONAL PROCESSES:  
A SCALE FOR MEASUREMENT

Definition: This is the act of sharing and exposing the one's own feelings, attitudes and experiences with the other person for his/her own sake. Self-disclosure must be meaningful and pertinent both in content and context in order to be therapeutic. It is used with discretion - an accurate sense of timing and appropriateness, with some idea of how the client will make use of the material. It is never used for the helping person's own need to confess or cathart.

SCALE 5  
PERSONALLY RELEVANT CONCRETENESS OR SPECIFICITY  
OF EXPRESSION IN INTERPERSONAL PROCESSES:  
A SCALE FOR MEASUREMENT

Definition: The act of keeping the two-way communication specific - getting to the whats, whens, whers, and hows, of relevant concerns. The concrete helping person does not go off on tangents or get into generalizations or abstract discussions. He/she keeps the person talking about him/herself and into his/her own feelings. The helping person who can be concrete has the ability to confront these avoidance behaviors by artfully drawing the person back to relevant issues and feelings of the moment.

SCALE 6  
CONFRONTATION IN INTERPERSONAL PROCESSES:  
A SCALE FOR MEASUREMENT

Definition: The act of bringing the person face to face with his/her reality as you perceive him/her as a whole person. Confrontation occurs when there is an observed discrepancy between:

- a. what a person is saying and your perception of what he/she is experiencing;
- b. what he/she is saying now and what you heard him/her say at an earlier time; or
- c. what he/she is saying now and his/her actions in his everyday life.

Deciding whether or not to confront is always a decision within the helping person's control and is used when he/she believes it is appropriate. Confrontation can precipitate a crisis point in the person's life, but usually some kind of breakthrough occurs for him/her as a result of this type of confrontation. Also, a deeper level of trust grows between you as a result of your having risked this kind of honesty with him/her.

#### SCALE 7

#### IMMEDIACY OF RELATIONSHIP IN INTERPERSONAL PROCESSES: A SCALE FOR MEASUREMENT

**Definition:** This variable is dealing with the feeling between the two persons in the here and now - an open sharing of what is going on between the two of you right now. This therapeutic method takes the emphasis off the content of the person's problems "out there" and places it on the process going on in the room between the two of you.

#### SCALE 8

#### POTENCY IN INTERPERSONAL PROCESSES: A SCALE FOR MEASUREMENT

**Definition:** This variable is measuring the charismatic or magnetic quality of the helping person. The potent helper is obviously in command of him/herself and communicates a dynamic, involved attitude to the other person.

FIVE TYPES OF CONFRONTATION (Carkuff, Richard. Helping and Human Relations. Holt, Rinehart and Winston. NY: 1969)

1. Experiential Confrontation. This is an encounter in the here and now, usually occurring when the helping person observes a discrepancy between what the other person is saying and what he/she is apparently experiencing as he/she says it.
2. Strength Confrontation. This type of encounter occurs when the person is "pretending weakness" in an area where the helping person knows or suspects the person has strength.
3. Weakness Confrontation. When helping person observes a person "playing tough" to avoid an obvious difficulty he/she is having, this type of confrontation is useful.
4. Action Confrontation. This type of confrontation boosts the person toward an agreed-upon goal or contract.
5. Factual Confrontation. This method of confronting occurs when the helping person imparts facts to correct the other person's imaginings or some misinformation he/she is operating from.

IN ORDER TO GET TO KNOW SOMETHING ABOUT FELLOW PARTICIPANTS.....

FIND SOMEBODY WHO.....

|                                    |                                     |                                                |
|------------------------------------|-------------------------------------|------------------------------------------------|
| jogs 10 miles or more each week... | dreams about being six feet tall... |                                                |
| is a "chocolate freak"....         | lives in the country.....           |                                                |
| is a cat lover.....                |                                     |                                                |
| loves to read science fiction..... | hates to read science fiction.....  | loves armadillos....                           |
| <hr/><br><hr/> (Your option).....  |                                     | has made something original (be specific)..... |

## COMMUNICATIONS SKILLS EVALUATION

(part I)

## PRODUCING PARAPROFESSIONAL LIBRARIAN RESPONSES

Please, write-out clearly what you would say in each of these ten Paraprofessional Librarian situations (numerals I-X).

I. \_\_\_\_\_  
\_\_\_\_\_

II. \_\_\_\_\_  
\_\_\_\_\_

III. \_\_\_\_\_  
\_\_\_\_\_

IV. \_\_\_\_\_  
\_\_\_\_\_

V. \_\_\_\_\_  
\_\_\_\_\_

VI. \_\_\_\_\_  
\_\_\_\_\_

VII. \_\_\_\_\_  
\_\_\_\_\_

VIII. \_\_\_\_\_  
\_\_\_\_\_

IX. \_\_\_\_\_  
\_\_\_\_\_

X. \_\_\_\_\_  
\_\_\_\_\_

Thank you.



PERSONAL VIDEO TAPE FEEDBACK

Directions: Observe yourself in the video tape and complete the following sentences.

1. I looked \_\_\_\_\_  
\_\_\_\_\_
2. I was pleased by \_\_\_\_\_  
\_\_\_\_\_
3. I liked \_\_\_\_\_  
\_\_\_\_\_
4. I would not like to change \_\_\_\_\_  
\_\_\_\_\_
5. I would like to change \_\_\_\_\_  
\_\_\_\_\_
6. My verbal messages \_\_\_\_\_  
\_\_\_\_\_
7. My non-verbal messages \_\_\_\_\_  
\_\_\_\_\_
8. I was startled by \_\_\_\_\_  
\_\_\_\_\_
9. Other people \_\_\_\_\_  
\_\_\_\_\_
10. I am feeling \_\_\_\_\_  
\_\_\_\_\_



Individual Rating Scale

Practice Sheet

| SCALE           | 1 | 1.5 | 2 | 2.5 | 3 | 3.5 | 4 | 4.5 | 5 | 5.5 |
|-----------------|---|-----|---|-----|---|-----|---|-----|---|-----|
| Empathy         |   |     |   |     |   |     |   |     |   |     |
| Respect         |   |     |   |     |   |     |   |     |   |     |
| Genuiness       |   |     |   |     |   |     |   |     |   |     |
| Confrontation   |   |     |   |     |   |     |   |     |   |     |
| Concreteness    |   |     |   |     |   |     |   |     |   |     |
| Immediacy       |   |     |   |     |   |     |   |     |   |     |
| Potency         |   |     |   |     |   |     |   |     |   |     |
| Self-Disclosure |   |     |   |     |   |     |   |     |   |     |

Concrete Comments to Support Above Evaluations:

## ADVANCED COMMUNICATIONS

DATE: January 22, 1981

PLACE: MITRE Corporation  
1820 Dolley Madison Boulevard  
McLean, Virginia

TIME: 12:30 p.m. - 4:30 p.m.

INSTRUCTOR: Amy Hittner, Ph.D.  
Assistant Professor, George Mason University  
Department of Education

MEDIA TECHNICIAN: Mr. George Summers  
George Mason University, Media Services

WORKSHOP MONITOR: Ms. Deborah J. Leather,  
Director  
Ireton Library  
Marymount College of Virginia

WORKSHOP DESCRIPTION: An advanced communications workshop geared to foster appreciation for the importance of the individual employee in creating a positive atmosphere in the library and in influencing the community's image of the library. Techniques for handling patrons with special needs were demonstrated; communicating with non-verbal, non-English speaking, handicapped and elderly patrons in a library setting were addressed. Attention was also given to assertiveness training and telephone skills.

WORKSHOP GOAL: To improve the communication skills of library paraprofessionals who are in service rendering positions.

WORKSHOP AGENDA:

|              |                                                                                                                                                                                                            |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 12:30 - 1:00 | Introduction to Advanced Communications Workshop: Format and Goals<br>Introduction Exercise: "Face to Face/Back to Back"                                                                                   |
| 1:00 - 1:30  | Measuring Communications Skills:<br>Video-taped situations. View video-tape of typical library situations and rate paraprofessional librarian responses. Discussion of communication variables and skills. |
| 1:30 - 2:30  | Practice in Communication Skills - I:<br>Small group practice in communication with special groups and telephone skills (Role play and video-tape).                                                        |

- 2:30 - 2:45 Break
- 2:45 - 3:00 Feedback and Discussion: Large Group
- 3:00 - 4:00 Practice in Communication Skills - II:  
Small group practice in communication  
with special groups and telephone  
skills. (Role play and video-tape)
- 4:00 - 4:30 Evaluation and Closure: Discussion of  
communication issues and administering  
of evaluation instrument.

## WORKSHOP SUMMARY:

Thirty-one paraprofessionals were trained in interpersonal process variables (empathy, respect or warmth, genuineness or authenticity, self-disclosure, concreteness, confrontation, immediacy and potency). The following ten vignettes depicting conflict statements of library patrons and responses by paraprofessionals were shown on video-tape:

- Statement 1: "Why don't you have this book? I've looked in the catalog and it shows that you should have it in this branch, but I can't find it on the stacks. Why can't you keep track of your books here?"
- Response 1: "Madame, I'm sorry you can't find it. It must be very frustrating for you. Let me see if it has been checked out."
- Statement 2: "Hello . . . gee, it's really cold out today. . . this is such a fine place. . . I bet you enjoy working here. . ."
- Response 2: "Yes I do. Can I help you find a book that might interest you?"
- Statement 3: "Why is this copier not working? Every time I come in here the copier is broken. And each time I come to you, and you say, 'Oh, we called the repairman, and he's coming tomorrow.' By golly, this is tomorrow and the copier still doesn't work. Why can't you do anything right?"
- Response 3: "Miss, we do the best we can!"
- Statement 4: "Hello I'm sorry I bother you. . . uhm. . . I never have used the card catalog before. It looked a little complicated. . . I . . . uh. . . don't know if . . . ah . . . find the title I'm looking for for my project."
- Response 4: "Well, sir, I can't do it for you, but I'll show you how to use it."

Statement 5: "Oh I know that I'm not supposed to eat in the library but you see, I'm diabetic and unless I eat at regular intervals, I might go into shock. You understand, I'm eating here so as not to cause further trouble."

Response 5: "Thank you for not wanting to cause trouble. We appreciate that; however, you cannot eat here. There is a diner across the street, you might eat there."

Statement 6: "Uhm. . . Uhm. . . excuse me. . . but I've been doing some work on being pregnant and things like. . . ah. . . abortion. Would you happen to have any kind of books or any kind of information you could help me with uh. . . with those things?"

Response 6: "Sounds like you're really concerned about this. Can you give me some better idea about the kind of information you want?"

Statement 7: "Senorita. . . Miss. . . favor. . . Me puede decir donde estan los libros medicos? Medical books?"

Response 7: "I'm sorry. I don't speak Spanish. I'll find someone who can."

Statement 8: "How can you have all these smutty books in this library. Don't you know that these are the kind of books that make children think about sex all the time? I have children, I'm not bringing them to this library. It's disgusting!"

Response 8: "You certainly feel strongly about the kind of books we have in this library."

Statement 9: "Hey honey, you look like the right person to ask. Listen baby, I'm looking for all the books and magazines you have in this place on. . . sex. And none of the medical or biology stuff. . . if you know what I mean? And. . . uh. . . I think you know what I mean?"

Response 9: "Please don't call me honey. And, I don't know what kind of books you want."

Statement 10: "I need a book that is on the second floor, and I can't go up the steps. I think it's terrible that this public building is not accessible to me. . . what do you think of that?"

Response 10: "I certainly hear that you are upset. I'm sorry that you can't get the book on the second floor. However, for now, I'll be glad to get it for you."

The paraprofessionals were asked to rate the responses based on a scale of 1 (destructive) to 5 (very facilitative). Discussion followed. Participants then participated in small group practice using the role play technique with the use of video-tape. Communication with patrons with special concerns and problems was emphasized, as was telephone skills.

EVALUATION: Information can be found in Chapter IV, Section 5, pages 102-111.

WORKSHOP MATERIALS: Interpersonal Process Variables

(Carkuff, Richard. The Art of Helping, IV. Amherst, MA. HRDP, 1980).

#### SCALE 1

EMPATHIC UNDERSTANDING IN INTERPERSONAL PROCESSES:

A SCALE FOR MEASUREMENT

Definition: The ability to perceive another's experience and then to communicate that perception back to the individual. I listen to you as you speak to me, and though I cannot experience, I begin to have a mind-picture of the essence of what you are describing. I share this with you in "I" language (statements about me rather than about you).

#### SCALE 2

THE COMMUNICATION OF RESPECT IN INTERPERSONAL PROCESSES:

A SCALE FOR MEASUREMENT

Definition: The ability to communicate to the other individual his/her sincere belief that each of us possesses the inherent strength and capacity to make it in life, and that each person has the right to choose his/her own alternatives and make his/her own decisions.

#### SCALE 3

FACILITATIVE GENUINNESS IN INTERPERSONAL PROCESSES:

A SCALE FOR MEASUREMENT

Definition: The ability to be freely him/herself-non-phonianness, non-role playing, non-defensiveness. His/her outer words and behavior match his/her inner feelings.

#### SCALE 4

FACILITATIVE SELF-DISCLOSURE IN INTERPERSONAL PROCESSES:

A SCALE FOR MEASUREMENT

Definition: This is the act of sharing and exposing the one's own feelings, attitudes and experiences with the other person for his/her own sake. Self-disclosure must be meaningful and pertinent both in content and context in order to be therapeutic. It is used with discretion - an accurate sense of timing and appropriateness, with some idea of how the client will make use of the material. It is never used for the helping person's own need to confess or cathart.



SCALE 5  
PERSONALLY RELEVANT CONCRETENESS OR SPECIFICITY  
OF EXPRESSION IN INTERPERSONAL PROCESSES:  
A SCALE FOR MEASUREMENT

**Definition:** The act of keeping the two-way communication specific - getting to the whats, whens, whers, and hows, of relevant concerns. The concrete helping person does not go off on tangents or get into generalizations or abstract discussions. He/she keeps the person talking about him/herself and into his/her own feelings. The helping person who can be concrete has the ability to confront these avoidance behaviors by artfully drawing the person back to relevant issues and feelings of the moment.

SCALE 6  
CONFRONTATION IN INTERPERSONAL PROCESSES: \*  
A SCALE FOR MEASUREMENT

**Definition:** The act of bringing the person face to face with his/her reality as you perceive him/her as a whole person. Confrontation occurs when there is an observed discrepancy between:

- a. what a person is saying and your perception of what he/she is experiencing;
- b. what he/she is saying now and what you heard him/her say at an earlier time; or
- c. what he/she is saying now and his/her actions in his everyday life.

Deciding whether or not to confront is always a decision within the helping person's control and is used when he/she believes it is appropriate. Confrontation can precipitate a crisis point in the person's life, but usually some kind of breakthrough occurs for him/her as a result of this type of confrontation. Also, a deeper level of trust grows between you as a result of your having risked this kind of honesty with him/her.

SCALE 7  
IMMEDIACY OF RELATIONSHIP IN INTERPERSONAL PROCESSES:  
A SCALE FOR MEASUREMENT

**Definition:** This variable is dealing with the feeling between the two persons in the here and now - an open sharing of what is going on between the two of you right now. This therapeutic method takes the emphasis off the content of the person's problems "out there" and places it on the process going on in the room between the two of you.

SCALE 8  
POTENCY IN INTERPERSONAL PROCESSES:  
A SCALE FOR MEASUREMENT

**Definition:** This variable is measuring the charismatic or magnetic quality of the helping person. The potent helper is obviously in command of him/herself and communicates a dynamic, involved attitude to the other person.



### FIVE TYPES OF CONFRONTATION <sup>2</sup>

1. Experiential Confrontation. This is an encounter in the here and now, usually occurring when the helping person observes a discrepancy between what the other person is saying and what he/she is apparently experiencing as he/she says it.
2. Strength Confrontation. This type of encounter occurs when the person is "pretending weakness" in an area where the helping person knows or suspects the person has strength.
3. Weakness Confrontation. When helping person observes a person "playing tough" to avoid an obvious difficulty he/she is having, this type of confrontation is useful.
4. Action Confrontation. This type of confrontation boosts the person toward an agreed-upon goal or contract.
5. Factual Confrontation. This method of confronting occurs when the helping person imparts facts to correct the other person's imaginings or some misinformation he/she is operating from.

<sup>2</sup>Carkuff, Richard R. Helping and Human Relations. Holt, Rinehart & Winston. NY: 1969.

COMMUNICATION SKILLS EVALUATION, Part II

RATING PARAPROFESSIONAL LIBRARIAN RESPONSES

Please rate the taped responses to the statements using the scale below; and using the communications variables handout, defend your reasons for the rating.

|             |     |         |     |                           |     |              |     |                      |
|-------------|-----|---------|-----|---------------------------|-----|--------------|-----|----------------------|
| 1.0         | 1.5 | 2.0     | 2.5 | 3.0                       | 3.5 | 4.0          | 4.5 | 5.0                  |
| Destructive |     | Harmful |     | Minimally<br>Facilitative |     | Facilitative |     | Very<br>Facilitative |

Statement I      Rating: 1 - 5 \_\_\_\_\_

Comments: \_\_\_\_\_

Statement II      Rating: 1 - 5 \_\_\_\_\_

Comments: \_\_\_\_\_

Statement III      Rating: 1 - 5 \_\_\_\_\_

Comments: \_\_\_\_\_

Statement IV      Rating: 1 - 5 \_\_\_\_\_

Comments: \_\_\_\_\_

Statement V      Rating: 1 - 5 \_\_\_\_\_

Comments: \_\_\_\_\_

Statement VI      Rating: 1 - 5 \_\_\_\_\_

Comments: \_\_\_\_\_

# RATING SCALE

28

|             |     |         |     |                           |     |              |     |                      |
|-------------|-----|---------|-----|---------------------------|-----|--------------|-----|----------------------|
| 1.0         | 1.5 | 2.0     | 2.5 | 3.0                       | 3.5 | 4.0          | 4.5 | 5.0                  |
| Destructive |     | Harmful |     | Minimally<br>Facilitative |     | Facilitative |     | Very<br>Facilitative |

Statement VII      Rating: 1 - 5 \_\_\_\_\_

Comments: \_\_\_\_\_

Statement VIII      Rating: 1 - 5 \_\_\_\_\_

Comments: \_\_\_\_\_

Statement IX      Rating: 1 - 5 \_\_\_\_\_

Comments: \_\_\_\_\_

Statement X      Rating: 1 - 5 \_\_\_\_\_

Comments: \_\_\_\_\_

PERSONAL VIDEO TAPE FEEDBACK

Directions: Observe yourself in the video tape and complete the following sentences.

1. I looked \_\_\_\_\_  
\_\_\_\_\_
2. I was pleased by \_\_\_\_\_  
\_\_\_\_\_
3. I liked \_\_\_\_\_  
\_\_\_\_\_
4. I would not like to change \_\_\_\_\_  
\_\_\_\_\_
5. I would like to change \_\_\_\_\_  
\_\_\_\_\_
6. My verbal messages \_\_\_\_\_  
\_\_\_\_\_
7. My non-verbal messages \_\_\_\_\_  
\_\_\_\_\_
8. I was startled by \_\_\_\_\_  
\_\_\_\_\_
9. Other people \_\_\_\_\_  
\_\_\_\_\_
10. I am feeling \_\_\_\_\_  
\_\_\_\_\_

Individual Rating Scale

Practice Sheet

| SCALE           | 1 | 1.5 | 2 | 2.5 | 3 | 3.5 | 4 | 4.5 | 5 | 5.5 |
|-----------------|---|-----|---|-----|---|-----|---|-----|---|-----|
| Empathy         |   |     |   |     |   |     |   |     |   |     |
| Respect         |   |     |   |     |   |     |   |     |   |     |
| Genuiness       |   |     |   |     |   |     |   |     |   |     |
| Confrontation   |   |     |   |     |   |     |   |     |   |     |
| Concreteness    |   |     |   |     |   |     |   |     |   |     |
| Immediacy       |   |     |   |     |   |     |   |     |   |     |
| Potency         |   |     |   |     |   |     |   |     |   |     |
| Self-Disclosure |   |     |   |     |   |     |   |     |   |     |

Concrete Comments to Support Above Evaluations:



## BASIC REFERENCE TOOLS

DATE: February 19, 1981

PLACE: Tysons-Pimmit Branch,  
Fairfax County Public Libraries  
Falls Church, Virginia

TIME: 9:00 a.m. - 1:00 p.m.

INSTRUCTORS: Carolyn White, M.S.L.S., Librarian  
Nancy V. Burns, M.L.S., Librarian

WORKSHOP MONITOR: Dr. Gordon M. Cook,  
Coordinator,  
Learning Resources Center  
Northern Virginia Community College, Woodbridge Campus

WORKSHOP DESCRIPTION: A very basic introduction to the most commonly used  
reference tools including reference interview techniques.  
Participants were involved in group discussion and  
problem solving exercises.

WORKSHOP GOAL: To teach library paraprofessionals basic reference and  
reference interviewing skills.

WORKSHOP AGENDA: 9:00 - 9:15 Introduction and Welcome

9:15 - 9:50 The Reference Interview

9:50 - 10:00 How to look at a Reference Book

10:00 - 10:45 Lecture I  
Bibliographies  
Dictionaries  
Encyclopedias  
Almanacs  
Handbooks  
Directories  
Atlases and Gazetteers

10:45 - 11:00 BREAK

11:00 - 11:45 Lecture II  
Anthologies  
Indexes  
Biographical Sources  
Government Documents and Information  
Chronologies  
Business Sources

11:45 - 12:45    Practicum (Class participation in hands-on experience with reference tools discussed)

12:45 - 1:00    Evaluation

#### WORKSHOP SUMMARY:

Thirty-four paraprofessionals were instructed on how to conduct a good reference interview. The key elements of a successful reference interview and search strategy were covered. Attitudes of service to the library patron were emphasized. The patron's need to be appreciated and the paraprofessional's responsibility to avoid value judgments on reference questions were covered as well.

Knowledge of sources was stressed as being valuable only to the degree to which the paraprofessional can successfully link the patron to them. A basic orientation to reference sources followed. The sources were exhibited, described in general by purpose and scope, and annotated with practical information about their usefulness in answering specific types of reference questions.

#### EVALUATION:

Information can be found in Chapter IV, Section 5, pages 102-111.

#### WORKSHOP MATERIALS:

The sources covered in the workshop were:

##### 1. Bibliographies

Brief discussion of catalogs (card, film, fiche) and classification systems (Dewey, LC)

Books in Print

Forthcoming Books

Guide to Reference Books, Sheehy

Introduction to Reference Work, Katz

##### 2. Dictionaries

The Oxford English Dictionary

Random House

Barnhardt's

Cassell's foreign language dictionaries

one slang dictionary

one specialized dictionary

##### 3. Encyclopedias

Encyclopedia Americana

Encyclopedia Britannica

McGraw Hill Encyclopedia of Science and Technology

##### 4. Almanacs

The World Almanac

Information Please Almanac

Guinness Book of World Records

5. Handbooks
  - Handbook of Chemistry and Physics, CRC
  - Occupational Outlook Handbook
6. Directories
  - Ayer Directory of Publications
  - Ulrich's International Periodical Directory
  - Zip Code Directory
  - Phone Books
  - College directories
  - Encyclopedia of Associations
  - Physician's Desk Reference
7. Atlases and Gazetteers
  - The National Atlas of the United States of America
  - Columbia Lippincott Gazetteer of the World
  - The Times Atlas of the World
8. Anthologies
  - Bartlett's Familiar Quotations
  - Oxford Anthology of English Poetry
9. Indexes
  - Granger's Index to Poetry
  - Short Story Index
  - Ottomiller's Index to Plays in Collections
  - Reader's Guide
  - The Magazine Index
  - Facts on File
  - Book Review Digest
10. Biographical Sources
  - Who's Who in America
  - Current Biography
  - Dictionary of American Biography
  - Dictionary of National Biography
  - Webster's Biographical Dictionary
11. Government Documents and Information
  - Monthly Catalog of U.S. Government Publications
  - Congressional Directory
  - Statistical Abstracts
  - Statesman's Yearbook
  - samples of state manual, county document
  - brief discussion of statutes and codes
12. Chronologies
  - Chase's Calendar of Events
  - Chronology of World History
  - The Timetables of History
13. Business Sources
  - Value Line
  - Thomas' Register of American Manufacturers
  - Standard and Poor's Corporation Records
  - Moody's investment services

## MEDIA MANIA

DATE: March 19, 1981

PLACE: Northern Virginia Community College  
Alexandria Campus, Audio-Visual Services  
Alexandria, Virginia

TIME: 1:00 p.m. to 5:00 p.m.

INSTRUCTOR: David L. Williams, M.Ed.  
Coordinator  
Audio-Visual Services  
Northern Virginia Community College, Alexandria Campus

MEDIA TECHNICIAN: Mr. David Lavis  
Northern Virginia Community College, Alexandria Campus  
Audio-Visual Services

WORKSHOP MONITOR: Dr. Bernadine C. Thomas  
Director of Learning Resources  
Northern Virginia Community College, Loudoun Campus

WORKSHOP DESCRIPTION: A "hands-on" training experience with a variety of audio-visual equipment. Information included care and minor repair of equipment, as well as discussion of the appropriate uses of specific media.

WORKSHOP GOAL: To provide a basic knowledge of the variety of audio-visual equipment used in libraries, as well as their proper use and minor repair.

WORKSHOP AGENDA:

|             |                                                                                                                |
|-------------|----------------------------------------------------------------------------------------------------------------|
| 1:00 - 1:15 | Why Use Media?<br>Rationale for the use of instructional media<br>Media utilization: principles and procedures |
| 1:15 - 2:00 | Characteristics and types of audio-visual equipment                                                            |
| 2:00 - 2:15 | Film: "Media for Presentation"                                                                                 |
| 2:15 - 2:30 | BREAK                                                                                                          |
| 2:30 - 4:00 | Equipment operation laboratory                                                                                 |
| 4:00 - 4:10 | Preparation for group reports                                                                                  |

- 4:10 - 4:50      Evaluating audio-visual equipment  
                  Preventive maintenance for audio-visual  
                                  equipment  
                  Videotape recording demonstration
- 4:50 - 5:00      Workshop evaluation

#### Instructional Materials Utilized

Equipment Operation Manual,  
 NVCC Alexandria Campus, AV Services  
 "Media for Presentation", Indiana  
 University

#### WORKSHOP SUMMARY:

The special training and reinforcement features of this workshop made it a unique and effective learning experience for the thirty-one participants. A rationale for media utilization, its principles and procedures began the workshop. Characteristics and types of audio-visual equipment were presented and enhanced by a film, "Media for Presentation". The core of the workshop was the Equipment Operation Laboratory, an activity designed to train small groups of library paraprofessionals to operate audio-visual equipment which was located in seven stations. Following instruction on the equipment, the group rotated to the next station while a volunteer participant remained behind to instruct a new group with the assistance of the workshop instructor and media technician. The groups rotated until they had worked at all seven of the equipment stations. Check lists were maintained for evaluating the equipment. This activity was followed by a team presentation to the entire group on the operation and special features of the seven pieces of equipment. Another reinforcement of the training experience was accomplished by a video-recording of the participants' presentations. The participants were informed that the video-recording would be available for their libraries. This offer assured the participants that the workshop experience would become a continuing one. The workshop concluded with a demonstration on the mechanisms of the audio-visual equipment and practical care and repair information.

#### EVALUATION:

Information can be found in Chapter IV, Section 5, pages 102-111.

#### WORKSHOP MATERIALS:

1. Why Use Media? Rationale for the use of Instructional Media (presentation by workshop instructor)
  - A. Communications Model (transparency)
  - B. Enhancement of Learning Activities - Dales Core of Experience (transparency)
  - C. Increased Recall of Material Presented - How we learn (transparency)



2. Media Utilization: Principles and Procedures  
(presentation by workshop instructor)
  - A. Generalized Principles of Media Utilization  
(transparency)
  - B. A Basic Media Utilization Plan (transparency  
and handout)
3. Characteristics and Types of Audio Visual Equipment  
(presentation by workshop instructor)
  - A. Indirect Projection Equipment (overhead projector -  
transparencies)
  - B. Reflected Projection Equipment (opaque  
projector - transparencies)
  - C. Direct Projection Equipment (filmstrip, slide,  
motion picture, transparencies)
  - D. Audio Reproduction Equipment (transparencies)
4. Equipment Operation Laboratory  
 The activities incorporated in the equipment lab  
are learner active. The participants will be divided  
into groups assigned to demonstrate the operation  
of (a) specific type(s) of audio-visual equipment.  
Designated group members will rotate to the other  
stations where the operation of the equipment  
will be demonstrated. Each participant will demonstrate  
the operation of all types of audio-visual equipment.  
The seven equipment stations are as follows:
  - A. opaque projector
  - B. overhead projector
  - C. record player
  - D. cassette recorder
  - E. filmstrip projector
  - F. slide projector
  - G. 16mm motion picture projector
 The handouts utilized in the equipment operation  
laboratory are the check sheet for equipment operation  
and criteria for evaluating instructional equipment.
5. Evaluating Audio-Visual Equipment and Preventive  
Maintenance  
(interaction of participants and workshop instructor)
  - A. Evaluation of Instructional equipment  
Each group will evaluate the equipment assigned to  
their station in terms of the specified criteria.
  - B. Preventive Maintenance  
General maintenance procedures will be demonstrated  
for each type of audio-visual equipment demonstrated.
6. Videotape Recording Demonstration  
 The activities in #5 will be videotaped and replayed  
as time allows.

## GENERALIZED PRINCIPLES OF MEDIA UTILIZATION

1. NO ONE MEDIUM IS BEST FOR ALL PURPOSES.
2. MEDIA USES SHOULD BE CONSISTENT WITH OBJECTIVES.
3. USERS MUST FAMILIARIZE THEMSELVES WITH MEDIA CONTENT.
4. MEDIA MUST BE APPROPRIATE FOR THE INSTRUCTIONAL FORMAT.
5. MEDIA MUST FIT STUDENT CAPABILITIES AND LEARNING STYLES.
6. MEDIA ARE NEITHER GOOD NOR BAD SIMPLY BECAUSE  
THEY ARE EITHER CONCRETE OR ABSTRACT.
7. MEDIA SHOULD BE CHOSEN OBJECTIVELY RATHER THAN  
ON THE BASIS OF PERSONAL PREFERENCE OR BIAS.
8. PHYSICAL CONDITIONS SURROUNDING USES OF MEDIA  
AFFECT SIGNIFICANTLY THE RESULTS OBTAINED.

## PROCEDURES IN THE USAGE OF AV MATERIALS

## I. Prepare Yourself:

Define your objectives with precision.  
Know the content of your material and lesson.  
Know the characteristics of your audience.  
Plan the procedures to be used in detail.

## II. Prepare the Situation:

Know equipment operation.  
Arrange good viewing and listening conditions.  
Arrange related materials for efficient use.

## III. Prepare the Audience:

Explain the purposes of the lesson.  
Explain the content of the materials to be used.  
Explain the procedures to be followed.  
Explain group and individual responsibilities.  
Encourage as much participation as possible.

## IV. Present the Material:

Be deliberate, positive, efficient in presentation.  
Be ready for emergencies.  
Encourage as much participation as possible.

## V. Follow-up after the Presentation:

Review the content of the lesson.  
Clarify any confusion, misunderstandings.  
Reinforce the learning in the presentation.  
Check the level of understanding.

## CHECK SHEET FOR EQUIPMENT OPERATION

A. 16mm Motion Picture Projector

a. Set-Up Projector

b. Sound System

c. Threading Projector

d. Operation

e. Rewinding Film

F. Phonograph

a. Set-Up Phonograph

b. Set Stylus For  
Appropriate Groove

c. Adjust Speed Control

d. Play Record

e. Adjust Tone and Volume

C. Overhead Projector

a. Set-Up Projector

b. Adjust Image Height

c. Correct for "keystone effect"

d. Focus Projector

e. Present Materials

D. Opaque Projector

a. Set-Up Projector

b. Adjust Image Height

c. Focus

d. Present Materials

e. Use Pointer

E. Filmstrip Projector

- a. Set-Up Projector
- b. Thread Projector
- c. Frame Image
- d. Adjust Image Height
- e. Focus Projector
- f. Operate
- g. Rewind Filmstrip

F. Tape Recorder

- a. Set-Up Recorder for Recording
- b. Thread Recorder (Insert Cassette)
- c. Place In Record Mode
- d. Set Record Level
- e. Record Using Mike
- f. Rewind Tape
- g. Playback Recorded Information

G. Slide Projector

- a. Set-Up Projector
- b. Install Tray
- c. Adjust Image Height
- d. Focus Projector
- e. Operate
- f. Remove & Store Tray



# CRITERIA FOR EVALUATING INSTRUCTIONAL EQUIPMENT

There are many criteria and many forms for evaluating equipment. Systems vary in the detail of their criteria, but most agree on the main considerations. The form suggested here is fairly simple and can be adapted as necessary.

Equipment: \_\_\_\_\_

Distributor: \_\_\_\_\_

Make: \_\_\_\_\_

Price: \_\_\_\_\_

Model: \_\_\_\_\_

## Rating

5 - Highest

1 - Lowest

N/A - Does Not Apply

Circle Appropriate Number

### 1. Is the equipment portable?

A. Is it reasonably light in weight in comparison with others?

N/A 1 2 3 4 5

B. Is it compact?

N/A 1 2 3 4 5

C. Are lifting handles convenient?

N/A 1 2 3 4 5

D. Is there reel, cable, and microphone storage?

N/A 1 2 3 4 5

E. Can the equipment be stacked on storage shelves?

N/A 1 2 3 4 5

### 2. Is the equipment sturdy?

A. Does the material of which the equipment is constructed appear durable?

N/A 1 2 3 4 5

B. Does the equipment have an attractive appearance?

N/A 1 2 3 4 5

C. Is the equipment free of covers, levers, and appendages on and around the recording heads, reels, and controls?

N/A 1 2 3 4 5

- D. Is the equipment free of loose hardware and improperly applied adhesives? N/A 1 2 3 4 5
- E. Is the equipment free of burrs, sharp edges, loose screws, etc.? N/A 1 2 3 4 5
3. Is operation of the equipment easy to learn?
- A. Are the controls accessible and plainly marked? N/A 1 2 3 4 5
- B. Is there a minimum number of operating controls? N/A 1 2 3 4 5
4. Does this equipment consistently meet desirable performance standards in terms of its specific function?
- A. Is tonal quality true? N/A 1 2 3 4 5
- B. Is volume range adequate and well defined? N/A 1 2 3 4 5
- C. Is image sharply defined? N/A 1 2 3 4 5
- D. Is light supply adequate? N/A 1 2 3 4 5
5. Are adaptations easy to perform?
- A. Are adaptors included within the equipment or its container? N/A 1 2 3 4 5
- B. Is it convenient to set-up, and connect cables? N/A 1 2 3 4 5
- C. Is it easy to take-down and close-up? N/A 1 2 3 4 5

---

Total

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

FINAL RECOMMENDATIONS

|                                        |                             |
|----------------------------------------|-----------------------------|
| _____ Purchase (Check yes or no) _____ | _____ Do Not Purchase _____ |
| _____<br>(Evaluator)                   | _____<br>(Office)           |
| _____<br>(Position)                    |                             |

The following questions are for central office use only.

- |    |                                                                            |               |
|----|----------------------------------------------------------------------------|---------------|
| 6. | Is the equipment easy to maintain and repair                               | N/A 1 2 3 4 5 |
|    | A. Can minor adjustments be made simply and quickly when needed?           | N/A 1 2 3 4 5 |
|    | B. Is it easy to remove parts likely to need repair?                       | N/A 1 2 3 4 5 |
|    | C. Does the distributor have a proper credit rating?                       | N/A 1 2 3 4 5 |
|    | D. Are the distributor and manufacturer faithful to their agreements?      | N/A 1 2 3 4 5 |
|    | E. Are repair and emergency service facilities readily available?          | N/A 1 2 3 4 5 |
|    | F. Are adequate stocks of spare parts maintained locally?                  | N/A 1 2 3 4 5 |
| 7. | In comparison with the cost of similar equipment, is the price reasonable? | N/A 1 2 3 4 5 |

Total

## BUSINESS REFERENCE SERVICES

DATE: May 21, 1981

PLACE: George Mason University  
Student Union Building  
Fairfax, Virginia

TIME: 9:00 a.m. to 4:30 p.m.

INSTRUCTOR: Joan Giesecke, M.L.S., M.P.A., Librarian

WORKSHOP MONITOR: William L. Whitesides  
Director,  
Fairfax County Public Libraries

WORKSHOP DESCRIPTION: The workshop provided a basic understanding of business information sources, systems and services. Geared to the non-business librarian, emphasis was placed on materials considered essential in answering business-related questions. Investment services, statistical and geographic sources as well as general business tools were covered.

WORKSHOP GOAL: To train paraprofessional staff members in basic business reference materials and sources.

WORKSHOP AGENDA:

|               |                                         |
|---------------|-----------------------------------------|
| 9:00 - 9:15   | Introductions                           |
| 9:15 - 10:15  | Introduction to Business Sources        |
| 10:15 - 11:00 | Subject Guides/Periodical Indexes       |
| 11:00 - 11:15 | Coffee Break                            |
| 11:15 - 12:30 | Investment Sources                      |
| 12:30 - 1:30  | Lunch                                   |
| 1:30 - 2:30   | Marketing Services                      |
| 2:30 - 2:45   | Break                                   |
| 2:45 - 4:00   | Statistical Sources/Computer Data Bases |
| 4:00 - 4:30   | Evaluation                              |

WORKSHOP SUMMARY: Thirty-two paraprofessionals attended this workshop, the only full-day activity in the in-service training program. The workshop covered a great deal of content

material which was reinforced by overhead projections illustrating an actual page of a business source. The content was further amplified through photocopied pages of business sources, which were included in the participants' folders. The content follows:

1. Introduction to Business Sources
  - a. Discussion of where business people find information (through journals, government agencies, newspapers and associations);
  - b. Overview of research strategy and techniques on how to find needed information.
  - c. Review of standard business sources. The Wall Street Journal was studied for content format; special features and standard columns were reviewed; instruction was given on how to read stock market/bond quotes. Major business magazines were discussed as was Guides to Business Sources.
2. Subject Guides/Periodical Indexes
  - a. Discussion of how to find information when you know nothing about the subject.
  - b. Overview of research guides (Encyclopedia of Business Information Sources, L. Daniel's Business Information Sources, etc.).
  - c. Review of handbooks as an overview of topic.
  - d. Explanation of hand-outs, Part I on periodical indexes: Business Periodicals Index, F&S Index, and Public Affairs Information Service Bulletin.
3. Investment Sources
  - a. Discussion of information about companies and industries.
  - b. Review of directories: Standard and Poor's Register of Corporations, Directors and Executives, Dun and Bradstreet's Million Dollar Directory, Thomas' Register of American Manufacturers, and Best's Insurance Reports (the handouts, Part I were used to compare directories).
  - c. Review of stocks and investment information: Value Line Investment Survey, Standard and Poor's Standard Corporation Descriptions and Moody's Manuals (in handouts).
  - d. Discussion of financial ratio sources.
4. Marketing Services/Geographic Sources
  - a. Assignment of exercise to list the type of information needed before starting a florist shop business in Fairfax. Feedback from participants followed in conjunction with the distribution of Part II of handouts.
  - b. Discussion of population data and Survey of Buying Power and Market Guide.
  - c. Discussion of Census of Retail Trade in addition to other census.



- d. Discussion of advertising rates in Standard Rate and Data Service.
5. Statistical Sources/Computer Data Bases
  - a. Discussion of American Statistics Index and other abstract services.
  - b. Discussion of government publications with statistics: Federal Reserve Bulletin, Survey of Current Business, Monthly Labor Review, and Economic Indicators.
6. Illustration of a sample data base computer search and its time-saving features.
7. Discussion of the differences between bibliographic data bases and statistical data bases.

## EVALUATION:

Information can be found in Chapter IV, Section 5, pages 102-111, related to the standard workshop questionnaire. However, a pre and post-test on business sources were used in this workshop, the results of which are not included in the Evaluation chapter. The pre/post-test follows:

| <u>Questions</u>                                                           | <u>Sources</u>                                 |
|----------------------------------------------------------------------------|------------------------------------------------|
| 1. Name and address of a company which makes petroleum refining equipment. | A. Dun and Bradstreet Million Dollar Directory |
| 2. A brief history of a Mobil Corporation                                  | B. Survey of Current Business                  |
| 3. President of Xerox Corp.                                                | C. Business Periodicals Index                  |
| 4. Is General Motors a good stock to buy right now?                        | D. P.A.I.S.                                    |
| 5. How many railroad companies are there in the U.S.?                      | E. Value Line Investment Service               |
| 6. A recent journal article on the advertising campaign for Pepsi.         | F. Moody's Industrial Manual                   |
| 7. A recent journal article on government's energy proposal.               | G. Thomas Register of American Manufacturers   |
| 8. What is the current unemployment rate?                                  | H. Statistical Abstract of the U.S.            |
| 9. Where can I find data on most of the economic indicators?               | I. Wall Street Journal                         |
| 10. Where can I find the price of a stock for May 8, 1970?                 | J. Business Conditions Digest                  |

The results based upon 30 participants' scores were:  
 pre-test grades  $\bar{X}$  = 51%  
 post-test grades  $\bar{X}$  = 72.2%

6 participants received grades over 70% on the pre-test  
 19 participants received grades over 70% on the post-test  
 1 participant received a grade of 100% on the pre-test  
 6 participants received a grade of 100% on the post-test

WORKSHOP MATERIALS AND BIBLIOGRAPHY: Participants were given copies of pages from each source discussed. Transparencies were made of these pages and were used in the workshop lectures/discussions.

Business Sources  
Workshop Bibliography

General Research Guides

Daniells, Lorna. Business Information Sources. Berkley: University of Calif. Press, 1976.

Johnson, H.W. How to Use the Business Library. 4th ed. Cincinnati: South-Western Publisher, 1972.

Wasserman, Paul. Encyclopedia of Business Information Sources. 5th ed. Detroit: Gale Research, 1980.

Periodical Indexes

Business Periodicals Index. N.Y.: H.W. Wilson Co. (monthly, with periodical cumulations.)

F&S Index United States. Cleveland: Predicasts (weekly, cumulates monthly, quarterly, and annually.)

Public Affairs Information Service Bulletin (PAIS). New York (weekly, with periodic cumulations.)

Directories

Dun & Bradstreet. Million Dollar Directory. New York. 3 volumes. annual.

Standard and Poor's Register of Corporations, Directors and Executives. New York 3 volumes. annual.

Directory of Corporate Affiliations. Skokie, Il.: National Register Publishing Co., annual.

Thomas Register of American Manufacturers. New York. annual.

Best's Insurance Reports: Life and Health; Property and Liability. N.J., annual.

Investment Manuals

Moody's Investors Service. Moody's Manuals. New York. six annual volumes.

Standard and Poor's Corporation. Standard Corporation Descriptions. New York, quarterly.

Value Line Investment Survey. N.Y.: A Bernhard & Company. 3 parts.

Marketing Information

Sales and Marketing Management. New York, monthly  
Survey of Buying Power, annual issue in July..  
Survey of Buying Power, Part II, annual in October.  
Survey of Industrial Purchasing Power, annual in April.  
Survey of Selling Costs, annual in February.

Editor and Publisher. Market Guide. New York, annual.

Standard Rate and Data Service, Skokie, IL monthly. (advertising rates)

U.S. Bureau of the Census. Census Reports.  
 Census of Agriculture  
 Census of Construction Industries  
 Census of Governments  
 Census of Housing  
 Census of Manufactures  
 Census of Mineral Industries  
 Census of Population  
 Census of Retail Trade  
 Census of Selected Service Industries  
 Census of Transportation  
 Census of Wholesale Trade

Statistics

American Statistics Index. Washington D.C., Congressional Information Service, monthly.

Statistical Reference Index. Washington D.C. Congressional Information Service, monthly.

Monthly publications with statistics, U.S. Government:

Federal Reserve Bulletin  
 Survey of Current Business  
 Business Conditions Digest  
 Monthly Labor Review  
 Economic Indicators  
 Monthly Energy Review  
 Treasury Bulletin

BASIC LIBRARY SKILLS FOR  
THE PARAPROFESSIONAL

DATE: February 11, 1981 through April 15, 1981

PLACE: George Mason University  
Robinson Hall  
Fairfax, Virginia

TIME: Wednesday evenings: 7:05 to 9:50 p.m.

INSTRUCTOR: Joan Giesecke, M.L.S., M.P.A., Librarian

COURSE MONITORS: Ms. Sylvia Rortvedt, Reference Librarian  
Northern Virginia Community College, Alexandria Campus  
Ms. Judith Segel, Assistant Director, Arlington County  
Public Libraries  
Ms. Paula M. Strain, Library Manager, MITRE Corporation

COURSE DESCRIPTION: An in-depth ten week course designed to provide basic knowledge of public service/reference work. Basic reference tools, classification schemes, biographical sources, periodical indexing and abstracting sources and government documents were covered. Participants had the opportunity to use resources in class and answer actual reference questions. The reference interview was discussed and practiced.

COURSE GOALS:

- a. To familiarize participants with the locations and call numbers of most popular reference tools and various reference collections.
- b. To introduce and explain to participants periodical indexes, classification systems, basic reference tools and some government documents.
- c. To describe the basics of a search strategy.
- d. To seek to improve the communication skills of participants in dealing with complaints or questions and to improve the ability of staff to make referrals.

COURSE TOPICS AND  
ACTIVITIES: Class Session 1: Introduction to the Course  
Introduction of Participants  
Pre-Test  
Overview of Structure of the Literature/Search Strategy  
Library Jargon List  
Session 2: Classification Schemes and Catalogs (card, microfilm, on-line)  
Sessions 3, 4: Reference Tools--to identify facts, overview of subject

- Dictionaries
- Encyclopedias
- Yearbooks, Almanacs
- Handbooks
- Biographical Sources
- Bibliographies
- Sessions 5, 6: Periodical Indexes and Abstracting Services
- Overall Guides
- Subject Indexes
- Abstract Services
- Statistical Indexes
- Session 7: Government Documents: An Introduction
- Structure of Document
- Literatures (hearings, laws, codes, executive branch reports)
- Session 8: Library Automation: State of the Art
- Session 9: The Reference Interview
- Listening Techniques
- Telephone Interviewing
- Session 10: Marketing Library Services
- Final Wrap-up
- Post-Test

## COURSE SUMMARY:

The ten week course received the highest overall effectiveness rating of all of the training modules. Thirty-three paraprofessionals completed the course, all of whom were granted work release-time by their supervisors to participate. Appendix N includes a breakdown of the types of libraries they represented. The number of Continuing Education Units (CEU's) awarded are included in Appendix O. The course methodology consisted of lecture-style presentations and experience-based exercises. As a result, the participants were actively involved in the library doing assignments related directly to the skill being taught.

## COURSE EVALUATION:

Information can be found in Chapter IV, Section 5, pages 102-111.

## COURSE BIBLIOGRAPHY:

Sources used in the Basic Library Skills Course

## General Works:

- Dudley, Miriam. Workbook in Library Skills, a self-directed course in the use of UCLA's College Library. Calif.: U of Calif. Library, 1978.
- Katz, William. Introduction to Reference Work: vol. II Reference Services. New York: McGraw Hill, 1969.
- Rominger, Carol. Introduction to Library Research and Bibliography. Calif: U of Calif. at Davis, N.D. Portions of this workbook were reproduced for class use.



## Library Automation:

"A New and Bigger Computer Explosion", U.S. News and World Report. April 20, 1981, Page 62.

Lancaster, F.W. "Libraries and the Information Age", in ALA Yearbook, 1980. Chicago: ALA, 1980, page 9.

## Reference Interview:

Eichman, Thomas. "The Complex Nature of the Opening Reference Question", RQ. Spring, 1978, page 212.

Galvin, Thomas. Current Problems in Reference Service. New York: R.R. Bowker, 1971.

Holland, Thomas. "Updating Library Reference Services through Training for Interpersonal Competence", RQ, Spring, 1978, page 207.

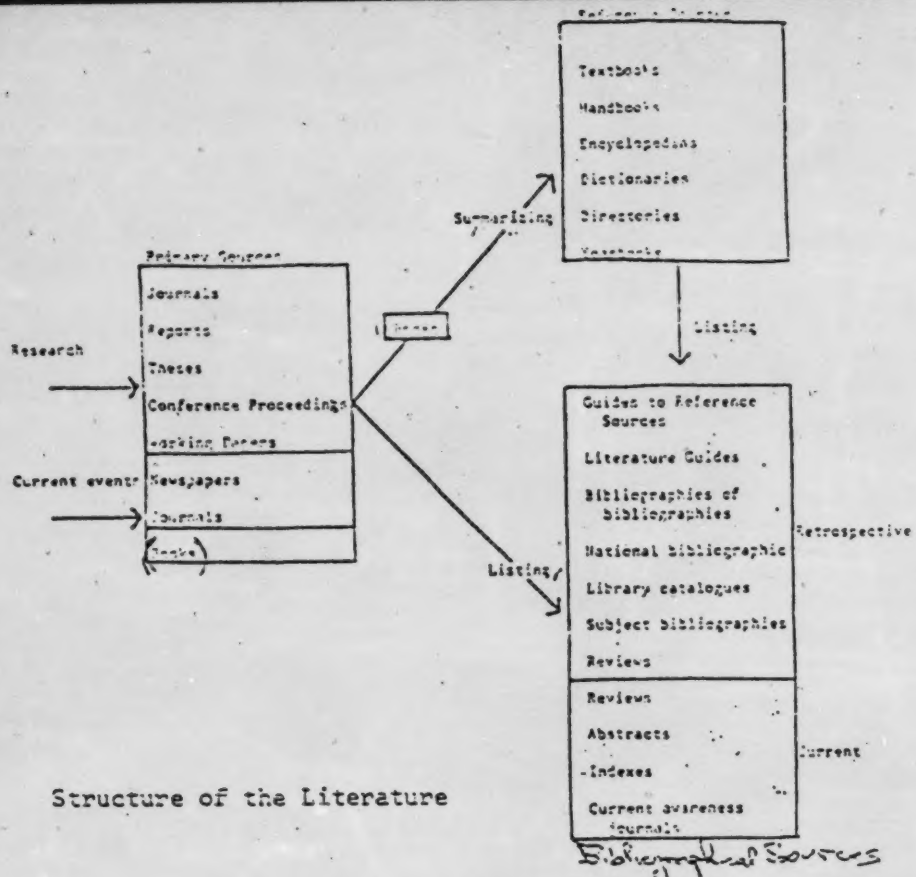
King, Jack. "Put a Prussian Spy in Your Library", RQ, Fall, 1978, page 30.

## Marketing Library Services:

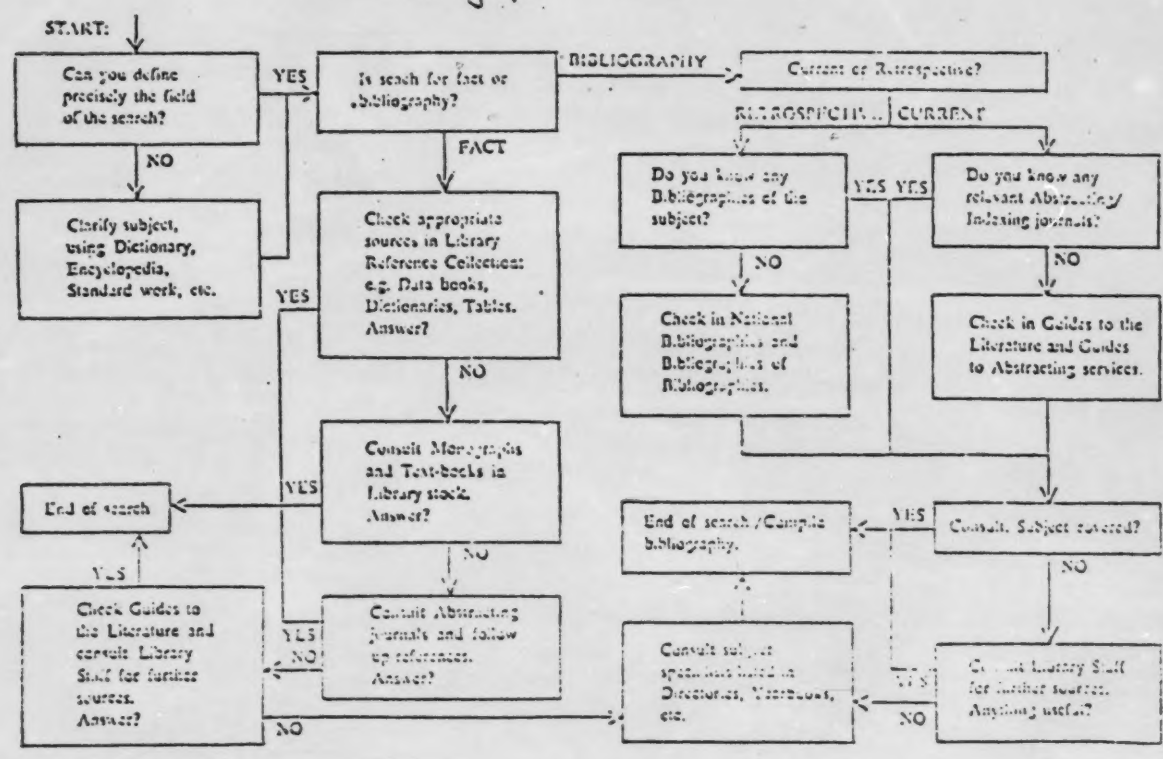
Ballard, Tom. "More Books, Not Market Surveys", American Libraries, February 1981, page 76-78.

Dragon, Andrea. "Marketing the Library", Wilson Library Bulletin, March, 1979, page 498-502.

"From Bedroom to Boardroom", Time, April 13, 1981, page 101.



Structure of the Literature



Search Strategy

Adapted from J. Gordon Brewer, The Literature of Geography, Hamden, Ct.: Minnet Books, 1973.

## SESSION II - CARD CATALOG

## THE SAMPLE CARD

NCL  
ND  
170  
.V43  
1979

Venturi, Lionello, 1885-1961.  
[Sixteenth century, from Leonardo to  
El Greco]  
Renaissance painting / text by  
Lionello Venturi. -- Geneva : Skira ;  
New York : Fizzoli, 1979.  
2 v. : col. ill. ; 28 cm.  
Includes index.  
CONTENTS.--1. From Leonardo to Dürer.  
--2. From Brueghel to El Greco.

1. Painting, Renaissance--History.  
I. Title

VIFGM 5674362 FOK VGMNat 79-116414

Using the sample card shown above, fill in the information requested on the lines below.

1. Publisher's name \_\_\_\_\_
2. Date the book was published \_\_\_\_\_
3. Author's birth date \_\_\_\_\_
4. Author's name \_\_\_\_\_
5. Series name \_\_\_\_\_
6. Number of copies in the library \_\_\_\_\_
7. Call number \_\_\_\_\_
8. How many cards for this book will be filed in the main card catalog  
(author/title and subject sides)?  
\_\_\_\_\_

## SESSION II - CARD CATALOG

1. Where do you look to see if GMU has a book by Ernest Hemingway?
2. Where do you look to see if GMU has any books about Ernest Hemingway?
3. Where do you look to see what subject headings are used in the card catalog?
4. In the author/title catalog, look up Pearl S. Buck. Books written by her are filed under \_\_\_\_ (letter) and then are arranged alphabetically by \_\_\_\_.
5. Check for Pearl S. Buck in the subject catalog. Is she the author of any of these titles?
6. Look up Castles in the Air by Leonard Read, under author's name or main entry. List all the different entries for this book. Mark A/T (author, title) or S (subject) to indicate where the card will be filed.

## A. Dictionaries

1. General Dictionaries - A general dictionary is a reference book containing words alphabetically arranged along with information about their forms, pronunciations, functions, etymologies, meanings and syntactical and idiomatic uses.

PE            Webster's third new international dictionary of the  
1625           English language.  
W36  
1976           This is an unabridged dictionary of 450,000 words, emphasizing modern usage. Its special strength is scientific terms. It has been considered unconventional because it describes the language as it is used. Includes many terms regarded as colloquial and incorrect. Regardless of the varying opinions, this dictionary is a comprehensive work.

PE            Webster's new international dictionary of the English  
1624           language. 2nd edition.  
W4  
1934           This work contains over 600,000 words. Some of its special features are the inclusion of obsolete words and the inclusion of antonyms, synonyms and proper names. There are separate lists of abbreviations, arbitrary signs and symbols, forms of address, and others. It is still valuable and more reliable than the 3rd edition for the proper usage and status of words.

PE            Oxford English dictionary or the New English dictionary  
1625           on historical principles.  
N4  
The most authoritative dictionary of the English language. Its purpose is to give the history of all words used in the language until 1933. It shows how each word came into the language and the changes in spelling and meaning that have occurred.

PE            The Barnhart dictionary of new English since 1963.  
1630  
B3            This work introduces new social and technical words that have been collected from English-speaking newspapers and magazines between 1963-1972. Each entry is explained with pronunciation, etymology, usage notes, and several lengthy quotations. An attempt has been made to make this tool more useful to the social science student and more readable to the average user.

## 2. Specialized Dictionaries

PE            Wentworth, Harold.  
3721           Dictionary of American slang.  
W4  
1975



An entire listing and explanation of American slang, including rhyming terms, Afro-American slang, pig latin and lists of suffixes like -nik (beatnik, folknik) and prefix words like soul- (soul brother, soul music), etc.

PE Webster's new dictionary of synonyms

1591

W4

This volume covers many unusual words as well as those most commonly used, giving same and nearly same meanings. It distinguishes carefully among the meanings of single words. Another standard dictionary commonly used is Roget's Thesaurus.

PE Acronyms initialisms and abbreviations dictionary

1693

.G3

This work is arranged alphabetically by acronym or initialism and provides names or phrases for 103,000 items.

- 3. Foreign Language Dictionaries - Dictionaries equivalent to Webster's and the O.E.D. exist for most European languages; however, most students are interested in bilingual dictionaries. These can be easily found in the card catalog under the heading

ENGLISH LANGUAGE - DICTIONARIES - NAME OF FOREIGN LANGUAGE

or

FRENCH LANGUAGE - DICTIONARIES - ENGLISH  
(or any other language)

## B. Encyclopedias

|                                                                      |                 |
|----------------------------------------------------------------------|-----------------|
| General Encyclopedias - Encyclopedia Americana, Britannica, Colliers | Ref AE 5        |
| Encyclopedia of Philosophy                                           | Ref B 41        |
| Mythology of the Races                                               | Ref BL 25 .M8   |
| New Catholic Encyclopedia                                            | Ref BX 841 .N4  |
| International Encyclopedia of Social Service                         | Ref H 41 .I6    |
| Encyclopedia of Education                                            | Ref LB 15 .E592 |
| Encyclopedia of World Art                                            | Ref N 31 .E6    |
| McGraw Hill Encyclopedia of Science and Technology                   | Ref Q 121 .M3   |

## C. Specialized Indexes

Short literary works, such as poems, plays and short stories, are usually published in collections or anthologies. Unfortunately, each

item will not be listed in the card catalog. The cost of making the cards would be prohibitive. Consequently, in order to find a poem, short story, or play, you will probably follow a two step search.

1. Use an index to get the name of a collection containing the poem, play or short story.

2. Use the card catalog to see if the library owns the collection.

Specialized indexes can also be used to identify quotations and poems.

Ref        Bartlett, John.  
PN                Familiar quotations  
6081  
B3:        This standard collection is arranged chronologically by authors quoted, and it has a keyword index.

Ref        Granger, Edith.  
PN                Granger's index to poetry  
1022  
G7        This work indexes individual poems in collections of poetry. It has three indexes: one by author, a subject index, and a title and first line index.

Ref        Cook, Dorothy Elizabeth.  
PN                Short story index. 5 volumes.  
3353  
.C6        This indexes short stories in collections by author, title and sometimes, subject.

Ref        Ottemiller, John Henry.  
PN                Index to plays in collections.  
1655  
.08        This work indexes plays located in collections published in the United States and Great Britain.

#### D. Handbooks

Handbooks are usually one volume, concise reference books covering a specific field of knowledge.

Ref        CRC handbook of chemistry and physics.  
QD  
65        This concise handbook contains statistical mathematical and scientific tables. Section "A" is devoted to mathematical tables in logarithms, sines, cosines, etc. Section "b" is devoted to the elements and inorganic compounds; Section "C", organic compounds; Section "D", general chemical tables; Section "E", miscellaneous tables.  
H3

## E. Miscellaneous, etc.

D Facts on file

410

.F3

This is a classified digest of general news events with emphasis on the United States and international developments affecting the U.S. A similar service with a British perspective is Keesing's contemporary archives; weekly diary of world events with index continually kept up-to-date. (D 410 K4 R)

AG

Guinness book of world records

243

G8

This is a compilation of records in human endeavors and natural phenomena.

## F. Biographical Sources

Biography Index

Index C 7100 .B8

Current Biography

Ref CT 100 .C8

New Century Cyclopedia of Names

Ref CT 103 .N4

Webster's Biographical Dictionary

Ref CT 103 .W4

Biographical Dictionaries Master Index

Ref CT 213 .B56

Dictionary of National Biography

Ref DA 28 .D5

Who's Who

Ref DA 28 .W5

Dictionary of American Biography

Ref E 176 .D5

Who's Who in America

Ref E 663 .W5

Author Biographies Master Index

Ref PN 452 .A88x

Contemporary Authors

Ref Z 1224 .C6

## G. Reference Sources

WORLD ALMANAC - Annual book of facts

Ready Ref AY 64 .W6

MENTAL MEASUREMENTS YEARBOOK - Lists of educational, psychological, and vocational tests commercially available.

Ref BF 431 .B8

COLUMBIA LIPPINCOTT GAZETTEER - Lists places in the world and information about those places.

Ref G 103 .C6

EDITORIAL RESEARCH REPORTS - Collection of essays or editorials on topics of current interest.

Ref H 35 .E45

- STATISTICAL ABSTRACT OF THE UNITED STATES -  
Summary of statistics on the social, political  
and economic organization of the United States. Ref HA 202 .S8
- POOR'S REGISTER OF CORPORATIONS - Lists  
corporations, officers and directors and  
gives brief biographical data. Contains  
obituary and new-name section. Ref HF 4057 .A4
- ENCYCLOPEDIA OF ASSOCIATIONS - Lists national  
organizations of the U.S. with a geographic  
and executive index. Ref HS 17 .G3
- STATEN'S YEARBOOK - Statistical and historical  
annual of the states of the world. Ref JA 51 .57
- CONGRESSIONAL STAFF DIRECTORY - Contains listings  
of Congressional staffs, subcommittees, committee  
staffs, etc. Also list of names of representatives  
of cities over a population of 1500. Ref JK 1012 .C6
- SURVEY OF CONTEMPORARY LITERATURE - Brief plot  
summaries and critiques for contemporary  
literature. Arranged by work. Ref PN 44 .S87
- ENCYCLOPEDIA OF SCIENCE FICTION - Guide to  
Science Fiction writings and writers. Ref PN 3448 .S45783 E6
- NURSING ALMANAC - Compendium of facts on the  
nursing/health care field. Ref RT 41 .R78
- CONSUMER REPORTS - Guide to buying products,  
including results of tests of products. Ref TX 335 .A1 C6
- BOOKS IN PRINT - An author, title, subject series  
index to the publishers' trade list annual. Lists  
books currently in print in the U.S. Ref Z 1215 .P82
- MAGAZINES FOR LIBRARIES - up to date annotated  
guide to some 1500 periodicals, rated for  
libraries. Ref Z 6941 .K3 M3
- AYER'S DIRECTORY OF NEWSPAPERS AND PERIODICALS -  
Guide to publications printed in the U.S.,  
Canada, Panama, etc. Ref Z 6951 .A9
- AREA HANDBOOKS - Guides to various countries  
Includes history and current political climate. Ref in the D's
- COLLEGE DIRECTORIES - Addresses, descriptions  
of various colleges and Universities. Ref in L 901

## 1. Book Reviews

- Index      BOOK REVIEW DIGEST - 1905-date, monthly with annual  
Z            cumulations. Indexes reviews of English language books  
1219        or English translations of foreign books. Books must be  
B6           fairly widely reviewed to be included; (See the preface of  
any bound volume), therefore, it is not a good source  
for specialized books. Its chief advantage is the inclusion  
of excerpts from many reviews. Unless you know the exact  
year that a book was published, you should check BOOK  
REVIEW DIGEST AUTHOR-TITLE INDEX 1905-1974. The INDEX  
will tell you which volume of BRD to use.
- Index      BOOK REVIEW INDEX, 1965-      Annual with small cumulation.  
Z            The INDEX covers many more sources and books than  
1219        BOOK REVIEW DIGEST. It prints just the citation for a  
.B62        review without a summary.
- Index      INDEX TO BOOK REVIEWS IN THE HUMANITIES, 1960-date.  
Z            Annual. Indexes reviews in approximately 225 humanistic  
1035        English language journals. Subject strength: art, biography,  
.A1        dance, drama, folklore, language, literature, music,  
I6           philosophy, travel.
- Index      NINETEENTH CENTURY READERS' GUIDE, 1890-1899. Precedes  
AI           BOOK REVIEW DIGEST. In 1904, the H.W. Wilson Co. removed  
3            reviews from the READERS' GUIDE and created BOOK REVIEW  
R38        INDEX.
- Index      POOLE'S INDEX TO PERIODICAL LITERATURE, 1802-1907  
AI           Reviews are listed under the name of the book's author.  
3  
P76
- Journal    SCIENCE BOOKS 1965-      Prints reviews of scientific  
books designed for elementary, secondary, and junior  
college use, or written for the layman. SCIENCE BOOKS is not  
an index to book reviews. It is a magazine that prints  
original book reviews. If you use it in your assignment,  
SCIENCE BOOKS should be cited as the journal the review  
is in.
- Index      TECHNICAL BOOK REVIEW INDEX, 1952-      Prints excerpts  
T1           of reviews from journals in technology.  
.T4



## 2. Film Reviews

- Index READERS' GUIDE TO PERIODICAL LITERATURE, 1900-. Lists  
 AI all reviews printed in magazines it indexes. Reviews are  
 3 listed alphabetically by the title of the film under the  
 R4 heading MOVING PICTURE PLAYS --CRITICISM, PLOTS, ETC.  
 The ART INDEX lists film reviews the same way.
- Ref Salem, James M. (ed.) A GUIDE TO CRITICAL REVIEWS: PART IV:  
 PN THE SCREENPLAY FROM THE JAZZ SINGER TO DR. STRANGELOVE in  
 1707 most respects duplicates the NEW YORK TIMES INDEX and  
 .S3 the READERS' GUIDE; however, it is easy to use and is  
 1973 especially useful when you do not know the date of a film.

## 3. Play Reviews

- Sp. Col THE NEW YORK TIMES THEATER REVIEWS. 1920-1970. Reprints  
 PN reviews published in the newspaper along with photos.  
 2277 Included all forms of theater from drama to musical  
 .N5 reviews. Indexed by title and personal names of performers,  
 N48x directors, producers, playwrights, scenic designers,  
 etc. For plays produced before 1920 or after 1970  
 consult the regular issues of the NEW YORK TIMES INDEX.
- Ref Salem, James M. A GUIDE TO CRITICAL REVIEWS.  
 PN PART I. AMERICAN DRAMA FROM O'NEILL TO ALBEE.  
 1707 PART II. THE MUSICAL  
 .S3 PART III. MODERN BRITISH AND CONTINENTAL DRAMA.  
 1973 Lists plays under the playwright's name with a title  
 cross index at the back. Most reviewing sources cited  
 could be found in the READERS' GUIDE or the NEW YORK TIMES  
 INDEX; but Salem is convenient.
- Index READERS' GUIDE TO PERIODICAL LITERATURE. Lists plays  
 AI under the Playwright's name. Use the list of play titles  
 3 under the heading DRAMAS-SINGLE WORKS if you don't  
 R3 remember the playwright's name.

## 4. Poem and Short Story Reviews

GENERAL

- Index MLA BIBLIOGRAPHY. 1921- Each year this bibliography  
 P1 indexes books, journal articles, and dissertations  
 .M24 published throughout the world on literature and linguistics.  
 It is often the best way to find criticism of poems  
 and stories. Reviews are picked up, but MLA emphasizes  
 in-depth criticism rather than contemporary reviews.

POETRY

- Ref Cline, Gloria S. and Baker, Jeffrey A. AN INDEX TO CRITICISMS  
 PR OF BRITISH AND AMERICAN POETRY. Metuchen, N.J.: The  
 89 Scarecrow Press, Inc., 1973. Indexes poetry criticism  
 C6 from books and journals printed between 1960 and 1971.  
 I6

Ref Kuntz, Joseph M. POETRY EXPLICATION. Chicago, ILL.: Swallow  
 PR Press, 1962. Indexes criticism of British and American  
 502 poetry printed in books and journals between 1925 and 1959.  
 .K86

Ref THE EXPLICATOR ENCYCLOPEDIA. Volumes 1 and 2. Reprinted  
 PR essays on individual poems that were originally published  
 401 in the magazine THE EXPLICATOR. Covers most major poets.  
 E9

#### SHORT STORIES

Ref Walker, Warren S. TWENTIETH CENTURY SHORT STORY EXPLICATION.  
 PN Metuchen, N.J.: The Shoe String Press, 1967. Indexes critical  
 3373 essays from books and articles in journals printed  
 .W3 between 1900 and 1966. Supplements bring the work up to  
 1977 1972.

## QUESTION SETS

## SESSIONS 3 AND 4 - ENCYCLOPEDIAS, HANDBOOKS

## A. General Encyclopedias

Look up RENAISSANCE in the Americana, Britannica, and Colliers encyclopedias.

1. Which encyclopedia has the most scholarly, adult, and detailed article?
2. Which one has the most extensive bibliography?
3. What is the purpose of the index to an encyclopedia if subjects are in alphabetical order?
4. Name the countries and capitol cities of South America (Where can this data be found? List source and date only.)

## B. Subject Encyclopedias

1. Choose the best source from the subject encyclopedias on your list to answer four of the following questions. Remember to use their indexes.

a. Locate a discussion of the influence Deoxyribonucleic acid (DNA) has on the aging process.

Source: \_\_\_\_\_

Vol. \_\_\_\_\_ Page \_\_\_\_\_

2. Who painted "The Maja Clothed?"

In what volume and on what page of the encyclopedia will it be discussed?

Where is a plate showing what it looks like?

3. The Constitution of 1917 was written for Mexico. It places the interest of the society and of the state above whose interests?

Source: \_\_\_\_\_

Vol: \_\_\_\_\_ Page \_\_\_\_\_

4. Sex differences have been linked to scholastic achievement differences. Which sex usually achieves higher grades at the elementary and secondary level?

Source: \_\_\_\_\_

Vol: \_\_\_\_\_ Page \_\_\_\_\_

5. I need information on Lilith - some sort of a myth, I think, dealing with the Garden of Eden. Where can I find it?

6. I'm doing a paper on solar energy. Where can I get a bibliography to help me? (Name 2 sources)

### C. Specialized Indexes

Use the appropriate specialized indexes from your handout to answer the following questions.

1. Who said "Praise the Lord and pass the ammunition.?"

(This is a keyword index and a subject index. You may not find the quote listed under the first word in the sentence. It may be under keyword or subjects.)

2. Who wrote a poem beginning with the line "The day is cold, and dark, and dreary."

3. Fill in the initials or letter code given for the first or only collection listed.

Now give the full title of the collection. (Keys to abbreviations are usually at the front of books.)

Use the SHORT STORY INDEX for 1950-1954.

1. Who wrote EMBROIDERY.

Give the title of the first or only collection it is in. (Collections are listed under the author of the story.)

### D. Handbooks

1. Use some of the handbooks from your handout to answer the following questions.

a. Who made the first alarm clock?

b. Where is the world's most massive clock?

## BIOGRAPHICAL SOURCES

A. Match the person and the type of information wanted with the best source to check biographical material.

- |                                                                                                       |                                      |
|-------------------------------------------------------------------------------------------------------|--------------------------------------|
| _____ ROBERT REDFORD with a picture<br>(of course) and a bibliography                                 | A. BIOGRAPHY INDEX                   |
| _____ JAMES SMITHSON (dates and<br>nationality unknown);<br>brief information needed.                 | B. CURRENT BIOGRAPHY                 |
| _____ CASTLE THUNDER (may be a<br>person, place or thing; could<br>be fictional)                      | C. DICTIONARY OF AMERICAN BIOGRAPHY  |
| _____ BILL WALTON (want several per-<br>iodical articles and any books<br>written about him.)         | D. DICTIONARY OF NATIONAL BIOGRAPHY  |
| _____ "LADY BIRD" JOHNSON (brief)                                                                     | E. NEW CENTURY CYCLOPEDIA OF NAMES   |
| _____ DWIGHT D. EISENHOWER, 1890-<br>1969 (brief information)                                         | F. WEBSTER'S BIOGRAPHICAL DICTIONARY |
| _____ HARRIET B. STOWE, 1811-<br>1896 American author.<br>(Lengthy information,<br>with bibliography) | G. WHO WAS WHO                       |
| _____ HAROLD WILSON 1919-<br>British Prime Minister (brief)                                           | H. WHO WAS WHO IN AMERICA            |
| _____ FRANCES ANNE KEMBLE 1809-<br>1893 British actress (brief<br>biography)                          | I. WHO'S WHO                         |
| _____ MARY M. SHELLEY 1797-1851<br>British author. (Long<br>biography with bibliography)              | J. WHO'S WHO IN AMERICA              |



## BIOGRAPHY

The principal problem with biographical dictionaries and encyclopedias is in selecting the right one for a specific problem. As you examine some of the most popular sets in the questions below, look for clues telling you when and how to use them.

1. WEBSTER'S BIOGRAPHICAL DICTIONARY (use the preface and examine the body of the book to answer these questions.)

Does this dictionary include Americans only?

Do you have to die before you can get into it?

Put a check mark in front of the types of biographical information that will usually be included in each entry:

\_\_\_\_\_ Dates of birth and death (if dead)

\_\_\_\_\_ Pronunciation of name

\_\_\_\_\_ Occupation or equivalent

\_\_\_\_\_ A bibliography to check for more information about the individual.

2. Besides people, what does the NEW CENTURY CYCLOPEDIA OF NAMES include?(See preface)

3. CURRENT BIOGRAPHY - Pick up one of the new, unbound monthly issues of CURRENT BIOGRAPHY and answer the following questions about the scope and coverage of the set from the title page and verso.

What type of people are chosen for inclusion in CURRENT BIOGRAPHY?

Where does CURRENT BIOGRAPHY get its information about the people?

What company publishes CURRENT BIOGRAPHY?

Look at the back side of the front cover. What is "necrology"?

Somewhere in the 35-odd years of CURRENT BIOGRAPHY, locate the biography of DAN ROWAN.

Is there a picture with the biography?

Is there a brief bibliography with it?

When was the person born?

4. WHO WAS WHO IN AMERICA and the DICTIONARY OF AMERICAN BIOGRAPHY include retrospective (dead only) American biographies. Using the indexes to both sources, locate the biography of MARTIN VAN BUREN.

a. When Martin Van Buren died he left a manuscript which was published by his sons. What was the title of this manuscript?

b. Aside from the obvious difference in length and detail, what other difference in these sets would be significant to you if you were planning to write a report about this person?

5. What is the current mailing address of ANTHONY CURTIS?

6. Use the card catalog and locate two subject headings for biographies about SCIENTISTS.

7. 7. How many sources are listed in the card catalog for biographies about AMERICAN AUTHORS?

8. Use volume 6 of BIOGRAPHY INDEX. How many different items are listed for ALBERT FINNEY?

## F. Atlases and Gazetteers

1. Which of the following types of information does the COLUMBIA LIPPINCOTT GAZETTEER OF THE WORLD give for RENO, NEVADA?

\_\_\_\_\_ population

\_\_\_\_\_ location

\_\_\_\_\_ transportation situation

\_\_\_\_\_ industries and agriculture

\_\_\_\_\_ history

2. Use gazetteers and atlases to answer the following question:  
After drifting down the Mudutawa River, you would find yourself in  
what lake?

G. General Reference Questions.

1. How many children are enrolled in Elementary School in Turkey?
2. When and where did the word Helium first appear?
3. Who first wrote - "Beauty is in the eye of the beholder?"
4. Where can I get the names of the staff of the Senate Committee on Foreign Affairs?
5. What is the address for the Edsel Owners Club of America?
6. Do we have college catalogs for New England Schools? How about addresses for Universities in Massachusetts?
7. How many books by Isaac Asimov are still in print?
8. Who was the first black nurse?
9. What is the address for General Motors Corporation?
10. In 1976, how many females in the Spanish-American population were single?
11. Who is the U.S. ambassador to Botswana?
12. Where can I find a diagram of the structure of the human heart?
13. Where can I find a copy of the "Constitution of the U.S.?"
14. Where can I get reviews of psychological tests?
15. What type of libraries should subscribe to "Artforum" magazine?

## H. Book Reviews -

Use BOOK REVIEW DIGEST to find a review of DEATH OF AN EXPERT WITNESS by P.D. James. (Before you use Book Review Digest you must know the year the book was first published. You should know several ways to find the date.)

Fill in the following information for one of the reviews listed for the book:

1. Title of the journal it is in \_\_\_\_\_
2. Name of the reviewer \_\_\_\_\_
3. Volume number of the journal the review is in (if given) \_\_\_\_\_
4. Date of issue \_\_\_\_\_
5. Is the reviewer favorably impressed with the book? \_\_\_\_\_
6. Number of words in the review \_\_\_\_\_

Now check Book Review Index for the same book. How many reviews are listed. \_\_\_\_\_

## I. Play Reviews

Use Salem's A GUIDE TO CRITICAL REVIEWS, PART I to locate the reviews of "Oh Dad, Poor Dad, Mama's Hung You in the Closet and I'm Feeling So Sad"

1. On the line below fill in the citation for the first review cited.

\_\_\_\_\_

## J. Poetry and Short Stories

Use POETRY EXPLICATION to locate criticism of Robert Frost's "Mowing"

1. Write the first citation listed.

\_\_\_\_\_

\_\_\_\_\_

2. Is it a book or a journal article? \_\_\_\_\_

Use 20TH CENTURY SHORT STORY EXPLICATION, 1900-1975, to locate criticism of Henry James' "A London Life"

1. Write the full citation for the first item listed on the lines below.

\_\_\_\_\_

2. Is it a book or a serial article? \_\_\_\_\_



## SECTION 5,6 - INDEXES, ABSTRACT SERVICES

Essay in General Literature

Index AI 3 .E8

Dissertation Abstracts International

Index AS 30 .D5

Ulrich's International Periodicals Directory

Ref Z 6941 .U6

## 75 PLACES TO START...

SELECTED PERIODICAL ABSTRACTS AND INDEXES

AT

GEORGE MASON UNIVERSITY



George Mason University

LIBRARIES

Fairfax, VA 22030

Indexes and abstracts are used for locating specific periodical articles, or for identifying the primary journals that should be consulted for any topic. The following list of the most important abstracting and indexing services is arranged by Library of Congress classification numbers, by which each volume is shelved. They are located on the left hand side of the Reference Area. (A brief subject guide to the indexes and abstracts can be found at the end of this list, or ask a Reference Librarian for help in choosing the index(es) most appropriate to your topic.

(note: parentheses indicate title variations.)

| <u>Index Call Number</u> |    |      |        | <u>Title</u>                                                                      |
|--------------------------|----|------|--------|-----------------------------------------------------------------------------------|
| 1.                       | AI | 3    | .B7    | British Humanities Index                                                          |
| 2.                       | AI | 3    | .R4    | Readers' Guide to Periodical Literature                                           |
| 3.                       | AI | 3    | .R43   | Humanities Index (Social Science and Humanities Index, International Index)       |
| 4.                       | AI | 21   | .N4    | New York Times Index                                                              |
| 5.                       | AI | 21   | .W3    | Washington Post Index                                                             |
| 6.                       | B  | 1    | .P5    | Philosopher's Index                                                               |
| 7.                       | BF | 1    | .P8    | Psychological Abstracts                                                           |
| 8.                       | CT | 100  | .B5    | Biography Index                                                                   |
| 9.                       | D  | 1    | .C2x   | Combined Retrospective Index to Journals in History                               |
| 10.                      | D  | 16.2 | .R43   | Recently Published Articles (American Historical Association)                     |
| 11.                      | D  | 299  | .H5    | Historical Abstracts: Parts A and B                                               |
| 12.                      | E  | 171  | .A6    | America: History and Life                                                         |
| 13.                      | E  | 171  | .W7    | Writings on American History                                                      |
| 14.                      | F  | 1401 | .H3    | Handbook of Latin American Studies                                                |
| 15.                      | F  | 1401 | .H36   | Hispanic American Periodicals Index                                               |
| 16.                      | G  | 1    | .G25x  | Geo Abstracts: parts A-G                                                          |
| 17.                      | GN | 1    | .A3    | Abstracts in Anthropology                                                         |
| 18.                      | GV | 341  | .P58x  | Physical Education Index                                                          |
| 19.                      | GV | 341  | .P59x  | Physical Education/Sports Index                                                   |
| 20.                      | H  | 1    | .S6    | Social Sciences Index (Social Sciences and Humanities Index, International Index) |
| 21.                      | H  | 83   | .S63   | Social Sciences Citation Index                                                    |
| 22.                      | HB | 1    | .A6 I6 | Index of Economic Journals (Articles)                                             |

| Index Call Number | Title                                                                |
|-------------------|----------------------------------------------------------------------|
| 23. HB 1 .B8      | Business Periodicals Index                                           |
| 24. HB 1 .J6      | Journal of Economic Literature                                       |
| 25. HF 5549 .P47x | Personnel Literature                                                 |
| 26. HG 4501 .W3   | Wall Street Journal Index                                            |
| 27. HG 4961 .F2   | F & S Index of Corporations and Industries                           |
| 28. HM 1 .C22x    | Combined Retrospective Index to Journals<br>in Sociology             |
| 29. HM 1 .S6      | Sociological Abstracts                                               |
| 30. HQ 750 .C5    | Child Development Abstracts                                          |
| 31. HQ 1061 .C87x | Current Literature on Aging                                          |
| 32. HQ 1101 .W6   | Women Studies Abstracts                                              |
| 33. HV 1 .A3      | Social Work Research and Abstracts<br>(Abstracts for Social Work)    |
| 34. HV 1 .P6      | (Poverty and) Human Resources Abstracts                              |
| 35. HV 701 .C47   | Child and Youth Services                                             |
| 36. HV 6001 .C67  | Criminal Justice Abstracts (Crime and<br>Delinquency Literature)     |
| 37. JA 1 .A2      | A B C Pol Sci                                                        |
| 38. JA 1 .P8      | Public Affairs Information Service Bulletin<br>(PAIS Bulletin)       |
| 39. JA 1 .S27     | Sage Public Administration Abstracts                                 |
| 40. L 11 .E4      | Education Index                                                      |
| 41. L 11 .E8      | Current Index to Journals in Education                               |
| 42. LB 2343 .C6   | College Student Personnel Abstracts                                  |
| 43. LC 3951 .E9   | Exceptional Child Education Abstracts                                |
| * 44. ML 118 .M8  | Music Index                                                          |
| 45. N 1 .A7       | Art Index                                                            |
| 46. N 6350 .R2    | RILA: International Repertory of the<br>Literature of Art            |
| 47. P 1 .L2       | Language and Language Behavior Abstracts                             |
| 48. P 1 .M24      | MLA Bibliography                                                     |
| 49. P 87 .A3      | Abstracts of Popular Culture                                         |
| * 50. P 90 .C628x | Communication Abstracts                                              |
| 51. Q 1 .G46x     | General Science Index                                                |
| 52. Q 1 .S3       | Science Citation Index                                               |
| 53. QA 1 .M3      | Mathematical Reviews                                                 |
| 54. QA 76 .C5473x | Computer Abstracts                                                   |
| 55. QA 76 .C66    | Computing Reviews                                                    |
| 56. QC 1 .S3      | Physics Abstracts                                                    |
| 57. QD 1 .C5      | Chemical Abstracts                                                   |
| 58. QE 75 .B5x    | Bibliography and Index of Geology                                    |
| 59. QH 301 .B5    | Biological Abstracts                                                 |
| 60. QH 301 .B52   | Biological and Agricultural Index                                    |
| 61. QH 332 .B53x  | Bibliography of Society, Ethics, and the<br>Life Sciences            |
| 62. R 100 .I6     | Index Medicus                                                        |
| 63. RA 463 .A64   | Hospital Literature Index                                            |
| 64. RT 1 .C8      | Cumulative Index to Nursing Literature<br>(Nursing Literature Index) |

\* indicates title located at North Campus Library

|     | Index Call Number | Title                                                                 |
|-----|-------------------|-----------------------------------------------------------------------|
| 65. | RT 1 .I6          | International Nursing Index                                           |
| 66. | SF 601 .I6        | Index-Catalog of Medical and Veterinary Zoology                       |
| 67. | T 1 .A6           | Applied Science and Technology Index<br>(Industrial Arts Index)       |
| 68. | TD 172, .E6       | Environment Abstracts                                                 |
| 69. | TJ 163.2 .E44     | ERDA Energy Resources Abstracts                                       |
| 70. | TJ 163.2 .E69     | Energy Abstracts for Policy Analysis                                  |
| 71. | Z 60 .L5          | Library Literature                                                    |
| 72. | Z 1035 .A1 C62x   | Combined Retrospective Index to Book<br>Reviews in Scholarly Journals |
| 73. | Z 1035 .A1 C87    | Current Book Review Citations                                         |
| 74. | Z 1219 .B6        | Book Review Digest                                                    |
| 75. | Z 1219 .B62       | Book Review Index                                                     |

### Subject List

(for each topic, consult the title number(s) to  
find the primary index(es) to be used)

|                            |                   |                          |              |
|----------------------------|-------------------|--------------------------|--------------|
| A                          |                   | Geography                | 16,20        |
| Aging                      | 20,21,31          | Geology                  | 16,51,52,58  |
| Agriculture                | 60                | Gov't/Political Science  | 37,38,39     |
| Alcoholism                 | 20,21,33,62       | History                  | 1,9,10,11,12 |
| American History           | 3,9,10,12,13      | Int'l./Area Studies      | 1-5,16,20,37 |
| American Literature        | 3,48              | Language                 | 1,3,47       |
| American Studies           | 3,49              | Latin America            | 2,4,5,14,15  |
| Anthropology               | 17,20,21          | Literature               | 1,3,48       |
| Art/Art History            | 45,46             | Management               | 23,25        |
| Biology                    | 51,59,60          | Mathematics              | 52,53        |
| Book Reviews               | 72,73,74,75       | Music                    | 44           |
| Business                   | 23,26,27          | Nursing                  | 63,64,65     |
| Chemistry                  | 51,57             | Philosophy               | 1,3,6        |
| Child Development/Services | 7,20,30,35        | Physical Education       | 18,19        |
| Classics                   | 1,3,48            | Political Science/Gov't. | 20,21,37,38  |
| Communications             | 21,50             | Psychology               | 7,20,21      |
| Computer Science           | 52,54,55,67       | Public Administration    | 20,25,38,39  |
| Crime                      | 20,28,29,33,36,38 | Religion                 | 1,2,3        |
| Current Events/General     | 2,4,5,38          | Science                  | 51,52,67     |
| Economics                  | 22,24             | Social Work              | 29,33,34,35  |
| Education                  | 40,41             | Social Science/Sociology | 20-1,28-9,3  |
| Engineering                | 67                | Sports                   | 2,4,18,19    |
| Energy                     | 51,52,67,69,70    | Technology               | 51,67        |
| English Literature         | 1,3,48            | Women                    | 2,20,21,32   |
| Environment                | 51,52,68          | Z                        |              |
| Films                      | 2,4,5             |                          |              |
| General/Current Events     | 2,4,5,38          |                          |              |

(if you need to know sources  
for other topics, check under  
"General" and consult a Reference  
Librarian)

## SECTION 5,6 - INDEXES, ABSTRACT SERVICES

## A. QUESTIONS - LIST SOURCES AND SUBJECT HEADINGS ONLY

1. I need critiques on any American historian's work or theories.
2. I'm doing a paper on nursing in foreign countries. Help!
3. I need a critique of a poem by John Milton. Where do I look?
4. My report's on how children deal with divorce. I need general material and research studies.
5. Do you know of any dissertations on horse breeding as a business?
6. Where can you find serious discussions of the New Left? (politics) The Reader's Guide and the card catalog didn't help.

## B. FOR THE FOLLOWING SUBJECTS - pick the most, or one of the more appropriate, indexes to check for information. Give the proper subject heading used in that index/abstract service.

INDEXTERM

1. Attitudes toward sex education in the schools.
2. U.S. government policy on coal strip mining.
3. Male attitudes towards women working.
4. User needs studies (Libraries)
5. Report on education in communist countries.
6. Nuclear energy.
7. Use of computers in the accounting field.
8. Use of individualized instruction in math courses:  
(research results)

## C. ULRICH'S INTERNATIONAL PERIODICALS DIRECTORY

1. Read the preface to Ulrich and answer the following questions:
  - a. How frequently must a periodical appear or be issued to be included in Ulrich's International Periodicals Directory?



b. Will you find periodicals that have recently suspended or ceased publication in Ulrich?

2. In Ulrich, locate the main subject section on PETS. Cite below the title of the first magazine listed under the topic.

3. Locate the listing for the Journal of Prosthetic Dentistry.

Answer the following questions about this magazine. Please don't use abbreviations in your answers. Look up the complete wording in the front pages of Ulrich.

a. Date first published \_\_\_\_\_

b. How often is it issued \_\_\_\_\_

c. Cost per subscription \_\_\_\_\_

d. Place published \_\_\_\_\_

e. Circulation \_\_\_\_\_

f. Does it print book reviews? \_\_\_\_\_

g. Does it print advertisements? \_\_\_\_\_

h. Is it illustrated? \_\_\_\_\_

i. Does it have its own index? \_\_\_\_\_

j. List one indexing source that covers this magazine. No abbreviations!

4. The Readers' Guide to Periodical Literature is a periodical index, but it comes out in installments like a serial. Is it listed in Ulrich?

#### D. NEWSPAPER INDEXES

1. Check to see if the New York Times printed articles about ALFRED HITCHCOCK in 1972

a. The first items listed follow the words "see also." These tell you that your subject is mentioned in articles listed elsewhere in the index. Copy down the first "see also" subject and its date. (no abbreviations for dates)

b. Turn to the "see also" subject as suggested in the index and locate the new article by date. Copy the following information about the article:

1) Description of article contents

- 2) Date \_\_\_\_\_
- 3) Page number \_\_\_\_\_
- 4) Column number \_\_\_\_\_

(If you have trouble with this, at the front of each index there is a section called "How to use the New York Times Index.")

- c. Now go back to the original subject you looked up in line #1. Give the following information about the first article cited under the subject. It will be listed below the last "see also".

- 1) Date \_\_\_\_\_
- 2) Section (if given) \_\_\_\_\_
- 3) Column number \_\_\_\_\_
- 4) Page \_\_\_\_\_

- d. Where in this library will the issue of the New York Times you have cited be located?

## SECTION 7 - GOVERNMENT DOCUMENTS

|                                                                                                                  |                       |
|------------------------------------------------------------------------------------------------------------------|-----------------------|
| Uniform Crime Reports - Lists statistics on major crimes in the U.S. (FBI)                                       | Ref HV 6757 .A3       |
| Congressional Quarterly - Weekly service. Provides information on the current activities of Congress             | Ref JK 1.C62          |
| U.S. Government Manual                                                                                           | Ref JK 404 .U5        |
| Congressional Information Service - Detailed index to hearings and legislative reports                           | Ref KF 49 .C6 C2      |
| Statutes - The U.S. laws as passed                                                                               | Ref KF 50 .U6         |
| Code of Federal Regulations                                                                                      | Ref KF 70 .A3 C6      |
| Virginia Code - Laws of Virginia, by code number or subject                                                      | Ref KJV 2430 1950 .A2 |
| Government Reports Index - Index and abstract service covering research reports sponsored by the U.S. Government | Ref T 45 .G6          |
| Census Data - Published by the U.S. Bureau of the Census. Housing, Population and economic data.                 | Ref. in H's           |
| Congressional Record - Verbatim record of congressional debate                                                   | Periodicals           |
| Monthly Catalog of Government Documents - Index to publications issued by the U.S. Government and printed by GPO | Index                 |

A. Give the best source for the answer to each of the following questions by placing the correct letter in the blank. If you are unsure, check to be sure the information is in the source.

- |                                                                      |                                                    |
|----------------------------------------------------------------------|----------------------------------------------------|
| 1. _____ Verbatim record of Congressional debate.                    | A. American Statistics Index                       |
| 2. _____ Summary statistics on many subjects - global scope.         | B. U.S. Statistical Abstract                       |
| 3. _____ Summary history and analysis of United Nations activity.    | C. Congressional Record                            |
| 4. _____ Summary statistics for the U.S.                             | D. Monthly Catalog of U.S. government publications |
| 5. _____ Bibliography for U.S. documents containing statistics.      | E. Government Reports Index.                       |
| 6. _____ Index to research reports prepared for the U.S. government. | F. U.N. Yearbook                                   |
| 7. _____ Current report on events in Congress.                       | G. CQ Weekly Reports                               |
| 8. _____ Bibliography of publications issued by U.S. government.     | H. U.N. Statistical Yearbook                       |

B. Fill in the title of the best source for each question.

1. Where could you look to learn when the U.S. Consumer Product Safety Commission was established and what its major functions are?
2. Before the transcript of a hearing is published, where might you find a summary and highlights?
3. Several sources give voting records for the U.S. Congress. List one.
4. What would be the best index to locate U.S. documents on irrigation projects?
5. If you knew that Chancellor Emeritus Mrak was a witness on pesticides before a Congressional committee in 1972 and you wanted to find his testimony, where would you look?
6. If you want to see exactly what the Taft-Hartley Act said when it was first passed in 1948, which source do you check?

EDUCATION, MORALITY AND RELIGION:  
A RECIPE FOR CENSORSHIP?

DATE: April 15, 1981

PLACE: George Mason University  
Metro Campus Conference Center  
3401 North Fairfax Drive  
Arlington, Virginia

TIME: 10:30 a.m. to 12:30 p.m.

LECTURER: Judith F. Krug, Director  
Office for Intellectual Freedom  
American Library Association

PROGRAM MONITORS: Ms. Charlotte Wilhelmi, CCHENV Administrator  
Ms. Mary Jo Detweiler, Director, Prince William  
County Public Library

PROGRAM DESCRIPTION: A lecture and discussion program which addressed the central issues related to censorship, freedom of choice, and the role of the library staff.

PROGRAM GOAL: To assist staff members in developing a conceptual framework to support their library's responsibility regarding intellectual freedom.

PROGRAM AGENDA: Welcome and Introductions. . . . . Donna R. Bafundo  
Project Coordinator  
Lecture. . . . . Judith F. Krug  
Discussion . . . . . Question and Answer  
Period

PROGRAM SUMMARY: The lecture and discussion program was attended by 214 library personnel. Half were library paraprofessionals, the other half were professional librarians, library trustees and board members. The following news release prepared by George Mason University reporter, Louanne Wheeler, characterizes the lecture:

Censorship! On May 8, books were burned in North Carolina. Earlier, a group in southwest Virginia had several popular novels removed from libraries. There hasn't yet been a major case of censorship in Northern Virginia libraries or schools, but it's a prime topic of discussion.



So it was a large and interested crowd of Northern Virginia librarians who listened recently to Judith Krug, Director of the American Library Association's Office of Intellectual Freedom. Speaking at George Mason University's Metro Campus in Arlington, Krug took the topic "Education, Morality and Religion: A Recipe for Censorship?"

While admitting that the title of her talk sounded like "gloom and doom personified," Krug stressed the serious nature of what she calls "the most strenuous attack on freedom we've endured since the McCarthy era." Krug reminded her audience that libraries must represent a broad spectrum of views, without advocating one. The dilemma, she pointed out, is that there are no correct answers as to what constitutes censorship. The question varies with each issue, so that people who say they are opposed to outright censorship might still approve of the use of guidelines in the book selection process.

Since children are required to attend school, and to read selected texts, Krug pointed out that parents have a legal right to influence the choice of those books. But both sides, she suggested, could agree on the central issues, which are who has ultimate control of a child's education, and what the purpose of that education is to be.

We need to choose curricula that expand intellectual capacity and teach students to think for themselves, Krug stated. Many censors try to achieve a narrowing of vision, limiting what students can learn about. Reports of this type of limiting activity have come into her office, she said, with five times the frequency that they did a year ago. She now receives about four complaints about censorship a day.

"We need to have faith in the ability of individual human beings to think for themselves," said Krug. "In my opinion, parents who seek to limit what's taught to their children (and to other people's, as well), are expressing profound lack of faith in their own abilities as parents.

"Libraries," she continued, "are probably the only place in the country where the First Amendment is really fulfilled. We're the ones who must preserve intellectual freedom." Some ways in which librarians can do this, she suggested, are to set up an orderly book selection process, in which parents can participate, and have clearly written criteria for book selection procedures.

A half-hour of questions and answers concluded the program.

**PROGRAM MATERIALS:** The lecture text was not made available to the participants. The Library Networking Committee recommended that the library paraprofessionals be provided with a bibliography of sources related to Ms. Krug's topic prior to the lecture. As a result of this effort, the paraprofessionals were prepared with

background information and an orientation to censorship issues. The bibliography, prepared by Dr. Gordon M. Cook, Chairperson of the Project Review Committee, follows:

Bibliography: Judith F. Krug  
Intellectual Freedom and the Role of the Library Staff

Prepared by:  
Dr. Gordon M. Cook,  
Chairman, Project Review Committee

In defense of liberty: extremism and other vices (thirty-second LSU library lecture). (In Louisiana State University Baton Rouge. Graduate school of library science. Library lectures numbers twenty-nine through thirty-five. La. state univ lib '78 p 24-31) por

Intellectual freedom. (In America library association. ALA yearbook. 1979. The association '79 p 137-41) por

Intellectual freedom. (In America library association. ALA yearbook. 1977. The association '77 p 167-71)

Biographical sketch. (In American library association. ALA yearbook. 1977. The association '77 p 60) por

Censorship in school libraries: national overview. Journal of Research and Development in Education 9:52-9 Spr '76

Intellectual freedom. (In American library association. ALA yearbook. The association '76 p 190-5) por

Intellectual freedom. (In Bowker annual of library and book trade information. 20th ed Bowker '75 p 78-81)

Intellectual freedom and the rights of children. Sch Media Q 1:132-5 Wint '73

ALA and intellectual freedom: a historical overview. (In American library association. Intellectual freedom manual. The association '74 p xi-xxx)

EVALUATION: Data can be found in Chapter IV, Section 5, Pages 102-111.

## CHAPTER IV.

### EVALUATION

This chapter contains a formal research study conducted by Mr. Raymond O'Connor and Mr. Terry Arbogast, graduate students who were studying research design and methodology under the supervision of Dr. Wayne Thomas, Assistant Professor of Education at George Mason University. (see Appendix F.) The research study served as partial fulfillment of the students' course requirements and at the same time as a summative evaluation of the "In-Service Training Program for Library Paraprofessionals".

The study contains the background and statement of the problem, a review of the literature, a section on methods and procedures, the findings of the study, a conclusions and implications section which includes tabulated data, and a bibliography.

## Section 1

### BACKGROUND AND STATEMENT OF THE PROBLEM

#### Introduction

Historically, anyone seeking library work at a clerical or subprofessional level could receive training only after having obtained a library position (Green, 1976, p. 15). The UNESCO Library Committee sent a survey to libraries all over the world in 1968. The responses indicated an almost universal agreement as to the need for a library paraprofessional training program (UNESCO BULLETIN, 1969). Since the American Library Association published in 1969 its "Criteria for Programs to Prepare Library Technical Assistants", there has been significant growth of library technical assistance programs. The eighth edition of American Junior Colleges lists over one hundred jr. college programs in the nation. Unfortunately, no library paraprofessional training program exists in the Northern Virginia area.

The need for an in-service library paraprofessional training program in Northern Virginia is significant and growing. Economic pressure has forced a marked increase in the number of paraprofessionals serving on the staff of Northern Virginia libraries. The ratio of paraprofessionals to professionals range from 47 percent in the Arlington County Public Library System to 70 percent in the Loudoun County Public Library System. A survey of daily schedules at a small and a large community library of the Fairfax County Public Library system indicated that 50 percent to 75 percent of patron service stations were staffed by paraprofessionals.

### Background and Context

The Library Networking Committee (LNC) of the Consortium for Continuing Higher Education in Northern Virginia received a \$25,465.00 grant from LSCA, Title III and matching state appropriations through the Virginia State Library. The funds served as seed money through which an in-service training program was developed for library paraprofessionals in Northern Virginia. The general objectives of this program were:

1. To improve the quality of service offered to patrons of the LNC member libraries.
2. To provide selected educational opportunities in Northern Virginia to meet the specific staff needs of the LNC member libraries.
3. To foster inter-library and intra-library cooperation.
4. To stimulate the sharing of resources by LNC member libraries.
5. To promote the development of recognized standards for the training of library paraprofessional personnel.
6. To field test and evaluate a pilot project in Northern Virginia which would have the potential to:
  - a. Be self-perpetuating in Northern Virginia under the auspices of George Mason University's Division of Continuing Education.
  - b. Serve as a possible model for other jurisdictions within Virginia.

Review of available literature indicated increased effectiveness when a library training program is broken into modules. The participants were given the opportunity to adjust their individual program to their on-the-job experience and already existing skills. This approach enabled selection of a program which upgrades and updates essential skills without requiring wasteful repetition (Green, 1976, p. 17). The LNC pilot program contained seven modules. Specifically, the program included a lecture, five workshops, and a



comprehensive ten-week course. The lecture and workshops were scheduled during the normal work week, while the ten-week course was scheduled three hours weekly during the evening. Appendix D exhibits the brochure which was used to advertise the program. It describes each module of the program.

The specific objectives of the program were:

1. To improve the communication skills of paraprofessionals who are in service-rendering positions.
2. To teach paraprofessionals basic reference skills.
3. To provide a basic knowledge of the variety of audio-visual equipment used in libraries, their proper use and minor repairs.
4. To train staff members in basic business reference materials and sources.
5. To assist staff members in developing a conceptual framework to support their library's responsibility regarding intellectual freedom.

Review of the module descriptions will show that individuals were free to choose those segments of the program which were of most benefit to them individually.

The directors of each member library were requested to recommend one delegate to attend each workshop, one to attend the ten-week course and three to attend the lecture. There were some limitations regarding attendance at more than one module. A goal of thirty participants was set for the workshops and the course while 200 were planned for the lecture. Actual enrollment in the course and workshops was in the mid-thirties.

#### Statement of the Problem

The primary objective of the training program was to improve the quality of service to the patrons of the LNC member libraries by increasing the

competency of the library paraprofessionals. The methodology adopted to achieve this goal was the establishment of seven modules, mainly: a lecture by a recognized authority in the library profession, five technical skill workshops, and a ten-week evening course. The hypothesis was that participation in one or more of these modules would produce a measurable improvement in library technical skills. The tools utilized to measure library technical skills were:

1. Questionnaires (Appendix P) completed by the participants of each module.
2. Pre-course basic technical skill test. (see Appendix R.)
3. Post-course basic technical skill test. (see Appendix R.)

#### Definition of the Variable

The change in technical skill of the participants was measured by comparison of the pre-test and post-test for the ten-week course. The questionnaire completed by each participant in this program contained up to 15 specific questions as to the participants' perception rather than an actual performance measure of the short run change in their library technical skill resulting from participation in the program.

Studies indicate that a positive feeling toward a course or the instructor usually correlates to continued further interest in a subject (Mager, 1970). The questionnaire includes eight questions which evaluated the instructor and four questions which evaluated the instructions and methods. These responses will be summarized to identify the short run effectiveness of the program.

#### Limitations of the Study

1. This study did not determine the levels of proficiency at which the attendees perform on-the-job duties that correspond to the course instruction. Their own evaluations of the before and after levels of technical skill were accepted.

2. No effort was made to correlate on-the-job performance with classroom instruction.
3. This study included a disproportionately small percentage of participants who were clerical and subprofessional library volunteers.
4. This study is limited to the Northern Virginia geographic area served by the Library Networking Committee.
5. The selection of participants in this program were made by the library director or supervisor. It cannot be assumed that the participants of this program were representative of the population of library paraprofessionals in Northern Virginia.
6. No attempt was made to pre-test the participants of the workshops or the lecture. Their own evaluations of the before and after levels of understanding of the technical material were accepted.
7. No attempt was made to determine the level of motivation prior to participation in the program.

## Section 2

### REVIEW OF THE LITERATURE

In reviewing the related literature for the research project dealing with providing in-service education for library paraprofessionals, it became obvious that there are only a limited number of articles dealing with the evaluation of effectiveness of in-service education. However, a large volume of research was uncovered dealing with the need for a program, and various methods will be discussed.

Brewitt and Carter in 1938 in the Library Journal expressed the need for non-professional assistants for libraries. Training must occur and compensation increased so positions can be developed to assist librarians. Also Rymer (1939) discussed that the mechanical nature of work in a library can be done by qualified clerical people and help free the librarian for professional duties. Rymer stressed that clerical and professional services can be paralleled but not be overlapping. So we see here in the late 30's authorities discussing the need for library assistance.

#### The Need for In-Service Education for Library Paraprofessionals

Much related literature dealt with the need for in-service education, obviously again reflecting the limited progress in actually planning in-service programs. Stiller (1976) mentions the need for in-service education to have a specific purpose when being developed and recommends the need to develop usable skills in the participants. The skills may be attitudinal and/or cognitive but must be directed at making the individual more effective as a result of the

in-service. Stiller wants active participation in in-service with the emphasis on "whole person learning".

Lukenbill (1972) in a study conducted in Louisiana concluded the need for more subprofessional training with library workers in general competency skills. Granger (1970) concluded a need for defined classifications of duties of subprofessionals. Bloom (1975) in a study in Illinois concluded a need for a more formal training program for library technical assistants.

In 1974 the U.S. Bureau of Labor Statistics analyzed the library needs and manpower demand for library personnel. Information included on the future outlook for library assistants jobs were as follows:

1. The demand for and number of library technical assistants are increasing at a higher rate than librarians.
2. There are no clearcut definitions in terms of skill content of the job.
3. A non-uniform curriculum in training library technical assistants resulted because of no skill job definition.
4. The end result was on-the-job training being necessary.

Anne Kahl (1975) in an unpublished study by the U.S. Bureau of Labor Statistics forecasts that the number of paraprofessional library employees in the United States will be 77 percent greater in 1985 than it was in 1970.

Louis Shors (1972) expressed the strong need for a two-year paraprofessional course in library science.

Charles Evans in his paper on Paraprofessional Library Employees (Evans, 1976), discussed the need for a title for paraprofessional (beside the professional) and came up with Library Technical Assistant. He states the need for in-service to train the paraprofessional to do library related jobs. He developed a good article dealing with the paraprofessional's job title, job description, and job preparation.



### A Look at In-Service Programs

Vera Ireland (1969) conducted a study with the help of Title I and II funds to develop a summer workshop for librarians and to also hire 33 aides. The purpose was to make librarians aware of the importance of aides and to hire aides to help relieve the librarians of technical and non-professional responsibilities. The results showed that librarians agreed more at the end than at the beginning on the duties of aides and better perceived the importance of the job. The librarians implied that with the aide's assistance, they spent more time on professional tasks, more time with pupils, teachers, and parents which slightly increased the attitudes of teachers and pupils toward library science.

Lucille Baird (1978) developed a training program for paraprofessional library media technicians and found an increase of skills in processing, maintenance, clerical tasks, and graphic productions. However, the single best response was the opportunity of these aides to mix and share with others and learn from other paraprofessionals whose environments were similar. They developed self-confidence.

Ann Munetic (1976) reported on a two day in-service continuing education program for library technicians offered by the City College of San Francisco, having 150 participants of different libraries represented. A great deal of job dissatisfaction was expressed, most feeling underutilized, and lacking growth. The outstanding factor in the workshop was the opportunity for getting together, exchanging ideas of seeing common problems, and removing the feeling of being isolated. Participants also realized the scope of the job opportunities for library technicians.

Shirley Adamovich (1975) in her book has gathered some 50 articles from serials and books which discuss the development of Library-Technical Assistants

Programs. Her literature covers the period from 1968-1973 and would be good reading for continued research information.

Evans (1974) has attained some good statistics from a questionnaire completed by 589 students in library technology programs. The results show a diversity in likes and interests which indicates the need for flexible and adaptable programs for training library technicians if success is to be achieved in this field.

Deininger and Shaughnessy (1970) developed a two week program for library technical assistants to study their roles and programs for their education. A proposed curriculum was developed for junior and community college library assistants.

Green (1976) developed a program at Pasadena to see if job experience brought into the classroom was causing a repetition in skills already attained. It was discovered that some repetition was occurring by repeating in courses what some technical assistants already knew from their experience before entering the program.

As we prepare for future training procedures, Richard Taylor (1980) strongly suggests the need of library media technical assistants to be more current and specialized in their duties because of the advancement of technology in the library science field. The LMTA is coming of age with defined duties and more reasonable compensation for the 80's. For the LMTA to gain more respect, a certification system seems necessary.

#### Summary of Literature Research

From the review of the related literature, there was not a great deal of reporting dealing with specific in-service programs. But there was definitely a consensus of opinion of the need for in-service education for paraprofessionals whether through workshops or curricular programs through a university. The

researchers of the 1930's recognized a need for in-service training, and into the 1970's research still discussed the need for a specific purpose for training, dealing with specific competency skills, defining job skills into categories, and providing more formal training. The several in-service programs that were studied all indicated a strong need for the interaction of these individuals for a common bond to exist, a removal of the attitudes of isolation, and a development of self-confidence. So the in-service program we are studying and reporting is definitely a move in the right direction. The actual impact of the training will be discussed in the remaining chapters.

### Section 3

#### METHODS AND PROCEDURES

##### Sample and Population

The LNC is composed of 416 member libraries serving the Northern Virginia community. They represent four types of libraries: (a) public, (b) public and private school, (c) academic: university/college, and (d) special: federal, corporate, industrial, etc. The libraries range in size from single employee, corporate libraries to the hundreds of employees and volunteers in the Fairfax County Public Library System. The participants of the "In-Service Training Program for Library Paraprofessionals" were drawn from the LNC member libraries.

The director of each LNC member library was requested to nominate three participants to attend the lecture and one each to the ten-week course and workshops. In addition, the brochure contained in Appendix D was prepared which described the program and registration procedures. This brochure was distributed to the LNC member libraries. All nominees to the program were accommodated. No attempt was made to obtain a statistically representative sample of the library paraprofessionals in Northern Virginia. Selection for participation in the program was delegated to the LNC member library directors and those who requested admission through their director or supervisor.

##### Treatment

The program was composed of seven modules. Each module was designed to meet one or more of the goals of the program. Participation in one or more of the

modules represented the independent variable of the program. Achievement of the specific goals of each module were assumed to equate to achievement of the general goals of the program. The goals of each module were:

Module I: Basic Communication Skills

- a. Goals: To provide a setting for participants to enhance their face to face communications skills;  
To assist participants in identifying their personal communications style;  
To allow participants to share individual problems and solutions to certain work situations;  
To get direct feedback concerning participants' verbal and non-verbal communications styles through the use of video-tape.

Module II: Advanced Communications

- a. Goals: To provide a setting for participants to enhance face to face and telephone communications skills;  
To assist participants to identify personal strengths and weaknesses;  
To help participants learn how to cope with difficult or unusual situations within a positive coping style.

Module III: Basic Reference Tools

- a. Goals: To provide an opportunity for the participants to obtain hands-on experience with the most commonly used reference tools;  
To provide the participants experience with the use of audio-visual sources of information;  
To provide training in the reference interview.



#### Module IV: Media Mania

- a. Goals: To provide the participants with an opportunity to use and demonstrate the various audio-visual equipment;  
To demonstrate the operation of specific types of audio-visual equipment;  
To demonstrate preventive maintenance procedures for specific types of audio-visual equipment.

#### Module V: Business Reference Services

- a. Goals: To provide the participants with a basic understanding of business information sources, systems and services.

#### Module VI: Education, Morality, and Religion: A Recipe for Censorship?

- a. Goals: To acquaint the participants with some of the current issues related to censorship, to examine intellectual freedom in relationship to the role of the library staff.

#### Module VII: Basic Library Skills for the Paraprofessional

- a. Goals: To familiarize the participants with the locations and call numbers of most popular reference tools and various reference collections;  
To introduce and explain to the participants the periodical indexes, classification systems, basic reference tools, and some government documents;  
To describe the basics of a search strategy;  
To seek to improve the communications skills of participants in dealing with complaints or questions;  
To improve the ability of staff to make referrals.

#### Instrumentation

The primary instrument for measuring the achievement of the goals of the

program was post-treatment questionnaires. The ten-week course used a pre-test and post-test to measure library skills. Appendix P includes copies of each questionnaire and Appendix R includes the course pre-test and post-test.

### Research Design

The lecture and workshops are of the one shot post-test design. The ten-week course is of the one group pre-test/post-test design. Both are weak experimental designs in that there is no selection randomization and no control groups. The project was a community service pilot program, participation in which was limited to manageable class sizes.

### Internal Validity

The selection procedures were not designed to obtain a representative sample of the population of library paraprofessionals in Northern Virginia. It would have been impractical within the scope of this pilot program to attempt to establish control groups or obtain participants through random selection. In fact, the actual population was unknown since there were no means to identify all the library paraprofessionals. It was evident that a favorable response was desired on the questionnaires. A certain degree of testing bias could not have been avoided. The resulting experimental mortality may have caused some distortion of results for the ten-week course. Two of the participants in the ten-week course were absent from the final class session. Their post-tests and evaluations were not recorded.

A special problem associated with the use of questionnaires is that of non-responses. A large number of participants failed to respond to all the questions on the questionnaires.

### External Validity

The interaction of selection bias and treatment limit any conclusions that

can be drawn from the study to like groups.

The use of a pre-test for the course provides a basis against which the post-test can be statistically tested. Unfortunately, the existence of a pre-test can influence performance on the post-test. To reduce this effect a different test was used for the post-test.

#### Data Collection Procedures

The performance from ten-week course pre-test and post-test was graded on a percentage right basis. Answers from the questionnaires were punched into 80 column cards. A zero was used to represent no response. Since the different questionnaires contained different number of questions, ranges of columns were set aside for each category of responses. The keypunch instruction sheet is shown in Appendix Q. The questionnaires were administered at the end of each module. Instructions for completing the questionnaire emphasized the role the program evaluation would play in determining future library paraprofessional training programs.

#### Data Analysis Procedures

There were several types of data collected to facilitate evaluation of the program.

1. The participants' perception of their understanding of technical library skills before and after the treatment are summarized and means calculated for each module. A correlated t-test was performed to test the statistical significance between the before and after understanding of the technical library skills presented in each module. Table I summarizes the statistics for technical library skills.
2. Descriptive data such as willingness to be interviewed, income, age, how participants found out about the program, day and time

preferences, willingness to pay for future programs, ethnic origin, marital status, level of educational attainment, and occupation are summarized in Tables II-XI identifying the frequency of each category response for each module.

3. The participants' evaluation of the instructor and instruction and methods are summarized and a mean calculated for each module. The means are presented in Tables XII and XIII.

## Section 4

### FINDINGS OF THE STUDY

#### Descriptive Results

The initial phase of the LNC library paraprofessional pilot training program was to design a program which would achieve the general goals of the project. The administrators and instructors prepared a plan for each module so that the achievement of the specific goals of each module would result in achievement of the project general goals. Questionnaires were designed for each module which would test the participants' perception of their understanding of the technical library skill presented in that module. The questionnaires also included general descriptive information about the participants and their evaluation of the instructor and the instructions and methods.

The null hypothesis is that the treatment, participation in one or more of the modules, will have no impact upon the participants' technical library skill.

The data collected from each module's questionnaires was summarized into four categories:

1. Technical library skills
2. Description of participants
3. Instructor
4. Instruction and Methods



### Technical Library Skill

There were up to 15 questions which measured the participants' perception of their understanding of the technical library skills presented in each module. A mean was calculated for both before and after treatment understanding of these technical library skills.

### Description of Participants

The percentage of participant responses as to their willingness to be interviewed, their income, number of wage earners in the household, level of education, age, marital status, ethnic origin, willingness to pay for future workshops, and how they heard about the program are summarized in Table II through Table XI.

### Instructors

There were six questions which measured the participants' evaluation of the instructors of each module on a scale of 1 to 4. The means for each module are summarized in Table XII.

### Instruction and Methods

There were four questions which measured the participants' evaluation of the instruction and methods used in each module. The means for each module are summarized in Table XIII.

### Results of the Hypothesis Tests

Based upon the results of the correlated t-test, the null hypothesis is rejected.

## Section 5

### CONCLUSIONS AND IMPLICATIONS

#### Interpretation of Findings

The participants' perception of their understanding of the technical library skills presented in each module showed a very significant increase according to their responses on the questionnaires. The results of the correlated t-tests, summarized in Table I, are statistically significant at the .01 level.

The participants indicated a strong willingness to be interviewed regarding their reactions to the program. The average participant was a college graduate with a family income greater than \$24,000. Tables II through XI summarize the participants' responses to these and the other descriptive questions.

The instructor and the instruction and methods were evaluated on a scale of 1 poor, 2 fair, 3 good, and 4 excellent. A mean was calculated for each module. The means of the evaluation of the primary instructors ranged from 3.5 to 3.8 indicating an overall rating of "very good". The means of the instruction and methods ranged from 3.2 to 3.5 indicating an overall evaluation of "good".

#### Statement of Conclusions

The instructors and Project Coordinator designed the content section of the questionnaires to measure what was presented. Specific technical library skills were identified and the participants were asked their perception of

their understanding of these skills before and after the module. Based upon the results of the correlated t-test, there was statistical significance at the .01 level. The research hypothesis is supported by the evidence that participation in one or more of the modules of this program resulted in a measurable improvement in library technical skills.

Those who participated in this program rated it "very good". The general goals of the program have apparently been achieved.

#### Implications for Future Research

It cannot be assumed that the participants of this program were representative of all library paraprofessions. Future programs should consider selection from the general population of library paraprofessionals utilizing randomization techniques. Establishment of control groups will further strengthen the experimental design. Follow-up interviews of the participants and their supervisors' evaluation of the long run effects of the program on actual performance would add greatly to the evaluation of the program.

#### Summary

The Library Networking Committee library paraprofessional pilot training program established the bases of a much needed library paraprofessional in-service program. The pilot program was received well by the participants. Many indicated a desire to participate in future programs. The program achieved the objective for which it was designed and serves as a model upon which to build future programs.

TABLE I

| Description               | Basic Communication Skills | Advanced Communications | Basic Reference Tools | Media Mania | Business Reference Services | Censorship Lecture | Basic Library Skills Course |
|---------------------------|----------------------------|-------------------------|-----------------------|-------------|-----------------------------|--------------------|-----------------------------|
| No. of Cases              | 31                         | 27                      | 32                    | 28          | 30                          | 94                 | 31                          |
| Degree of Freedom         | 30                         | 26                      | 31                    | 27          | 29                          | 93                 | 30                          |
| Mean Score Before         | 2.60                       | 2.79                    | 2.29                  | 2.62        | 1.96                        | 2.40               | 1.92                        |
| Mean Score After          | 3.40                       | 3.58                    | 3.10                  | 3.53        | 2.90                        | 3.10               | 2.94                        |
| Standard Deviation Before | .573                       | .549                    | .662                  | .482        | .400                        | 1.01               | .593                        |
| Standard Deviation After  | .455                       | .449                    | .389                  | .389        | .450                        | 1.17               | .667                        |
| Standard Error Before     | .103                       | .106                    | .117                  | .091        | .073                        | .098               | .105                        |
| Standard Error After      | .082                       | .086                    | .069                  | .073        | .081                        | .114               | .120                        |
| t-value                   | -7.83                      | -7.48                   | -7.70                 | -10.63      | -14.40                      | -6.27              | -10.01                      |
| Pre-Post Correlation      | .408                       | .411                    | .459                  | .480        | .645                        | .447               | .603                        |
| 2-Tail Probability        | .023                       | .033                    | .008                  | .010        | <.001                       | <.001              | <.001                       |

TABLE II  
Percentage Response

Would you be willing to be interviewed regarding this program?

| <u>MODULE</u>               |    |     |
|-----------------------------|----|-----|
| Basic Communication Skills  | 44 | 44  |
| Advanced Communications     | 25 | 68  |
| Basic Reference Tools       | 24 | 61  |
| Media Mania                 | 33 | 53  |
| Business Reference Services | 33 | 53  |
| Censorship Lecture          | 34 | 46  |
| Basic Library Skills Course | 16 | 78  |
|                             | NO | YES |

TABLE III  
Percentage Response

HOUSEHOLD INCOME

| <u>MODULE</u>               |       |        |        |        |          |
|-----------------------------|-------|--------|--------|--------|----------|
| Basic Communication Skills  | 3     | 22     | 22     | 22     | 25       |
| Advanced Communications     | 0     | 14     | 25     | 21     | 32       |
| Basic Reference Tools       | 0     | 18     | 18     | 9      | 36       |
| Media Mania                 | 0     | 27     | 7      | 27     | 23       |
| Business Reference Services | 0     | 13     | 17     | 23     | 33       |
| Censorship Lecture          | 1     | 9      | 11     | 14     | 56       |
| Basic Library Skills Course | 0     | 31     | 6      | 16     | 38       |
|                             | 0     | 8,001  | 16,001 | 24,001 | 32,001   |
|                             | 8,000 | 16,000 | 24,000 | 32,000 | and over |



TABLE IV  
Percentage Response

Number of Wage Earners in Household

| <u>MODULE</u>               |     |     |               |
|-----------------------------|-----|-----|---------------|
| Basic Communication Skills  | 22  | 66  | 6             |
| Advanced Communications     | 34  | 57  | 0             |
| Basic Reference Tools       | 18  | 67  | 0             |
| Media Mania                 | 27  | 70  | 0             |
| Business Reference Services | 27  | 57  | 7             |
| Censorship Lecture          | 34  | 57  | 2             |
| Basic Library Skills Course | 34  | 56  | 0             |
|                             | One | Two | More Than Two |

TABLE V  
Percentage Response

EDUCATION LEVEL

| <u>MODULE</u>               |                   |                  |                      |              |                  |
|-----------------------------|-------------------|------------------|----------------------|--------------|------------------|
| Basic Communication Skills  | 0                 | 0                | 13                   | 41           | 44               |
| Advanced Communications     | 0                 | 0                | 14                   | 14           | 64               |
| Basic Reference Tools       | 0                 | 3                | 9                    | 30           | 52               |
| Media Mania                 | 0                 | 0                | 7                    | 37           | 50               |
| Business Reference Services | 0                 | 0                | 7                    | 7            | 80               |
| Censorship Lecture          | 0                 | 0                | 0                    | 8            | 86               |
| Basic Library Skills Course | 0                 | 0                | 9                    | 31           | 50               |
|                             | Elementary School | Some High School | High School Graduate | Some College | College Graduate |

TABLE VI  
Percentage Response

AGE BRACKET

| <u>MODULE</u>               |    |    |    |    |          |
|-----------------------------|----|----|----|----|----------|
| Basic Communication Skills  | 9  | 34 | 22 | 22 | 9        |
| Advanced Communications     | 4  | 36 | 21 | 25 | 11       |
| Basic Reference Tools       | 9  | 18 | 42 | 15 | 6        |
| Media Mania                 | 13 | 37 | 23 | 17 | 7        |
| Business Reference Services | 3  | 37 | 20 | 27 | 7        |
| Censorship Lecture          | 3  | 22 | 29 | 32 | 10       |
| Basic Library Skills Course | 6  | 25 | 31 | 31 | 0        |
|                             | 0  | 25 | 35 | 45 | 55       |
|                             | 24 | 34 | 44 | 54 | and over |

TABLE VII  
Percentage Response

MARITAL STATUS

| <u>MODULE</u>               |        |         |         |          |           |
|-----------------------------|--------|---------|---------|----------|-----------|
| Basic Communication Skills  | 19     | 59      | 6       | 6        | 0         |
| Advanced Communications     | 11     | 57      | 4       | 4        | 4         |
| Basic Reference Tools       | 12     | 64      | 3       | 3        | 3         |
| Media Mania                 | 27     | 67      | 0       | 0        | 0         |
| Business Reference Services | 20     | 57      | 3       | 3        | 7         |
| Censorship Lecture          | 15     | 60      | 4       | 8        | 3         |
| Basic Library Skills Course | 22     | 59      | 0       | 3        | 9         |
|                             | Single | Married | Widowed | Divorced | Separated |

TABLE VIII  
Percentage Response

ETHNIC ORIGIN

| <u>MODULE</u>               |                                    |                       |                           |                 |                       |
|-----------------------------|------------------------------------|-----------------------|---------------------------|-----------------|-----------------------|
| Basic Communication Skills  | 3                                  | 3                     | 0                         | 0               | 69                    |
| Advanced Communications     | 0                                  | 11                    | 0                         | 0               | 68                    |
| Basic Reference Tools       | 3                                  | 9                     | 0                         | 0               | 73                    |
| Media Mania                 | 0                                  | 13                    | 0                         | 0               | 77                    |
| Business Reference Services | 0                                  | 10                    | 0                         | 0               | 73                    |
| Censorship Lecture          | 1                                  | 2                     | 0                         | 1               | 79                    |
| Basic Library Skills Course | 0                                  | 3                     | 0                         | 0               | 84                    |
|                             | American Indian/<br>Alaskan Native | Non-Hispanic<br>Black | Asian/Pacific<br>Islander | Hispanic Origin | Non-Hispanic<br>White |

TABLE IX  
Percentage Response

Would you be willing to pay for future programs?

| <u>MODULE</u>               |    |     |  |
|-----------------------------|----|-----|--|
| Basic Communication Skills  | 47 | 34  |  |
| Advanced Communications     | 18 | 54  |  |
| Basic Reference Tools       | 27 | 46  |  |
| Media Mania                 | 27 | 43  |  |
| Business Reference Services | 33 | 53  |  |
| Censorship Lecture          | 31 | 48  |  |
| Basic Library Skills Course | 28 | 66  |  |
|                             | NO | YES |  |

TABLE X  
FUTURE WORKSHOP SCHEDULE PREFERENCES

| <u>MODULE</u>               |         |           |         |        |         |           |          |        |          |        |
|-----------------------------|---------|-----------|---------|--------|---------|-----------|----------|--------|----------|--------|
| Basic Communication Skills  | 25      | 53        | 0       | 44     | 16      | 6         | 6        | 0      | 0        | 0      |
| Advanced Communications     | 29      | 32        | 0       | 36     | 4       | 11        | 7        | 0      | 0        | 0      |
| Basic Reference Tools       | 67      | 6         | 0       | 24     | 18      | 3         | 6        | 0      | 0        | 0      |
| Media Mania                 | 10      | 50        | 0       | 43     | 0       | 7         | 0        | 3      | 3        | 0      |
| Business Reference Services | 57      | 0         | 3       | 17     | 10      | 10        | 7        | 7      | 0        | 0      |
| Censorship Lecture          | 55      | 10        | 3       | 14     | 9       | 14        | 5        | 2      | 3        | 1      |
| Basic Library Skills Course | 16      | 6         | 59      | 6      | 16      | 28        | 3        | 6      | 0        | 0      |
|                             | Morning | Afternoon | Evening | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |

TABLE XI  
Percentage Response

How did you find out about this activity?

| <u>MODULE</u>               |           |            |                  |           |
|-----------------------------|-----------|------------|------------------|-----------|
| Basic Communication Skills  | 6         | 25         | 59               | 3         |
| Advanced Communications     | 0         | 39         | 61               | 0         |
| Basic Reference Tools       | 6         | 49         | 42               | 0         |
| Media Mania                 | 10        | 37         | 53               | 0         |
| Business Reference Services | 7         | 70         | 20               | 3         |
| Censorship Lecture          | 11        | 30         | 43               | 3         |
| Basic Library Skills Course | 6         | 50         | 41               | 0         |
|                             | Co-Worker | Supervisor | Library Director | Newspaper |



TABLE XII  
Mean Response

INSTRUCTOR EVALUATION

| <u>MODULE</u>               |               |               |
|-----------------------------|---------------|---------------|
| Basic Communication Skills  | 3.5           | --            |
| Advanced Communications     | 3.5           | --            |
| Basic Reference Tools       | 3.8           | 2.9           |
| Media Mania                 | 3.7           | --            |
| Business Reference Services | 3.7           | --            |
| Censorship Lecture          | 3.6           | --            |
| Basic Library Skills Course | 3.7           | --            |
|                             | Instructor #1 | Instructor #2 |

TABLE XIII  
Mean Response

INSTRUCTION AND METHODS

| <u>MODULE</u>               |     |
|-----------------------------|-----|
| Basic Communication Skills  | 3.3 |
| Advanced Communications     | 3.2 |
| Basic Reference Tools       | 3.3 |
| Media Mania                 | 3.5 |
| Business Reference Services | 3.2 |
| Censorship Lecture          | 3.3 |
| Basic Library Skills Course | 3.4 |

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## CHAPTER V.

### SUMMARY

This chapter presents a summary in abstract format of the in-service training program, a list of recommendations formulated by the instructional staff and the Project Review Committee, and the plan for future implementation of the program.

#### Program Abstract

Project Title: "In-Service Training Program for Library Paraprofessionals"

Project Duration: September 1, 1980 through June 30, 1981

Participants: Paraprofessional library personnel employed by members of the Library Networking Committee of the Consortium for Continuing Higher Education in Northern Virginia. The participants were predominately female, college graduates, between the ages of 25 and 54. Most were full-time employees, representing twenty-two categories of job titles ranging from library aide to information specialist. All were residents of Northern Virginia Planning District VIII.

Number Served: 409

Project Summary: An in-service program designed to serve the training needs of library paraprofessionals serving in Northern Virginia libraries which belong to the Library Networking Committee of the Consortium for Continuing Higher Education

in Northern Virginia. . Funded by LSCA, Title III and matching state appropriations through the Virginia State Library, the project was a cooperative effort of the Library Networking Committee of the Consortium and George Mason University's Division of Continuing Education. It was the first formal training program for library paraprofessionals offered in the Northern Virginia area, and was funded as a model, pilot project for the state and nation. Participants paid no tuition fees.

The program was designed to provide library paraprofessionals with the increased competence in library concepts and skills and to reinforce positive public service attitudes, and ultimately to provide improved services to the library patrons of Northern Virginia. The project consisted of seven training modules: five workshops, a ten week course, and a lecture program. The program was staffed by 6 instructors, 2 administrators, 3 evaluators, and 37 advisory and review committee members.

**Program Methods:** The seven training modules were conducted on the following topics:

Basic Communication Skills

Advanced Communications

Basic Reference Tools

Media Mania

Business Reference Services

Education, Morality and Religion: A Recipe for  
Censorship?

Basic Library Skills for the Paraprofessional



The training was reinforced by experiential-based activities related directly to the skill being taught in each of the seven program modules.

Institutionalization,  
Spin-offs, Future Plans:

George Mason University's Division of Continuing Education will continue the in-service training program in its current format in cooperation with the Library Networking Committee of the Consortium. It is anticipated that George Mason University will become a focal point for library in-service programs in the Northern Virginia region. As a result of this project, cooperation and resource sharing has been greatly enhanced between the Library Networking Committee member libraries and the institutions comprising the Consortium for Continuing Higher Education in Northern Virginia. Efforts will continue to identify the on-going training needs of library paraprofessionals in the Northern Virginia region and to serve those needs with programs of high quality and academic integrity.

Materials Developed: Program materials to include goals, objectives, program agendas, bibliographies and workshop curricula are included in the final report of the project.

Project Director: Donna R. Bafundo

Address: Library Networking Committee Project Office  
Consortium for Continuing Higher Education in Northern Virginia  
4210 Roberts Road  
Fairfax, Virginia 22032  
(703) 323-2155

### Recommendations

At the May 12, 1981 instructional staff meeting and the May 26, 1981 meeting of the Project Review Committee (see Appendix K), several recommendations were made for the future implementation of the program. The major recommendations follow:

- Based on this year's training program, the modular approach to training paraprofessionals is clearly the most effective form of training, and should be continued.
- In-Service programs held concurrently with work day hours are better than weekend programs.
- A more effective training program could be achieved by combining basic reference techniques with communications skills.
- Dividing paraprofessionals into groups by type of library is more advantageous and promotes confidence.
- The open registration for paraprofessionals as well as professionals the lecture was advantageous to the program, and should be carried through to future presentations.
- Group size for each workshop should be limited to a maximum of 20.
- Communications/Basic Reference Tools should be first in the series of programs.
- Many people could benefit from a new program dealing with informational and technological sources.
- The ten-week course would be more effective if offered in the morning. However, a commitment must be obtained from the library systems to release their employees for the duration of the course.
- It may be more effective to package the media program into two separate components. Basic Skills in Media Utilization would be for beginners,

while Advanced Skills in Media Utilization would allow for specificity within the media field.

- A tuition fee of no more than \$25.00 was suggested for each of the program components.
- Staff development funds can usually be obtained through library organizations in the event that a prospective participant cannot afford program tuition fees.
- In terms of evaluation, a quantitative content evaluation, such as a pre-test/post-test instrument, would substantially measure whether or not the participants were trained.
- Several well-known, dynamic speakers were identified as possible sources for keynote addresses in the future.

Based upon these recommendations, the program modules for 1981-1982 will be comprised of:

Workshops:

Communication Skills for the Library Paraprofessional

Basic Skills in Media Utilization

Library and Information Technologies

Basic Reference Tools

Business Reference Services

Course:

Basic Library Skills for the Paraprofessional

Future Implementation

In the light of the absence of any other formal, in-service training opportunities for library paraprofessionals in Northern Virginia, coupled with the success of the "In-Service Training Program for Library Paraprofessionals", the Project Review Committee endorsed the continuation of the program by

George Mason University's Division of Continuing Education. The endorsement received the concurrence of the Dean of the Division of Continuing Education, Dr. Robert T. Hawkes, Jr., under whose direction the program will be scheduled for the 1981-1982 academic year. Thus the administrative responsibility will shift to George Mason University's Division of Continuing Education, whose staff will work in cooperation with an In-Service Training Program Advisory Sub-Committee of the Library Networking Committee to provide quality programs for library paraprofessionals.

#### Conclusion

The Library Networking Committee of the Consortium for Continuing Higher Education in Northern Virginia is pleased to share the results of this innovative project. It is one which has been sincerely committed to providing paraprofessionals within the public, special, school and academic libraries of Northern Virginia with a program of high quality. Although regional in scope, the project has potential for serving the critical and growing need for practical staff training for library paraprofessionals within the Commonwealth of Virginia and across the country.

APPENDICES



MEMBER INSTITUTIONS  
OF THE  
CONSORTIUM FOR CONTINUING HIGHER EDUCATION IN NORTHERN VIRGINIA

George Mason University

Marymount College of Virginia

Northern Virginia Community College

University of Virginia

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PURPOSES AND GOALS OF THE LIBRARY NETWORKING COMMITTEE  
OF THE CONSORTIUM FOR CONTINUING HIGHER EDUCATION IN NORTHERN VIRGINIA (CCHENV)

1. To extend library resources and services across jurisdictional lines through reciprocal arrangements benefitting Northern Virginia.
2. To assess needs for library materials, collections and services on a regional basis.
3. To plan, on a regional basis, to meet those needs.
4. To identify areas of collection strength among the members so as to avoid needless duplication.
5. To encourage maximum utilization of our total library resources by the citizens of our region.
6. To augment and support the activities of appropriate professional associations and of other cooperative library groups, such as the Virginia Library Advisory Committee and The Metropolitan Washington Library Council.
7. To publish, from time to time, a Directory of Libraries in Northern Virginia and such other items as may serve the public interest.
8. To encourage agreements on standardization of bibliographic control.
9. To seek cooperative use of technology.
10. To provide opportunities for librarians and educators to exchange ideas, information, and experiences relating to library planning, development, and management.

Appendix C



A continuing education program designed especially for paraprofessional and volunteer library personnel

### FEATURING —

- a series of five training workshops
- a lecture on censorship and intellectual freedom in libraries
- a ten week course on basic library skills

### BENEFITS TO YOU!

This is your opportunity to:

- develop new skills
- learn new techniques
- become better informed
- increase your self-confidence
- develop more competence in the library work setting
- advance in your career

## WORKSHOP SERIES

### BASIC COMMUNICATION SKILLS

December 18, 1980  
12:30 p.m. — 4:30 p.m.  
MITRE Corporation

Amy Hittner

The workshop will address attitudes of service, listening skills, "I" language, verbal and non-verbal communication, appearance, self image, interpersonal relations, and exercises in resolving typical library problem situations.

### ADVANCED COMMUNICATIONS

January 22, 1981  
12:30 p.m. — 4:30 p.m.  
MITRE Corporation

Amy Hittner

An advanced communications workshop geared to foster appreciation for the importance of the individual employee in creating a positive atmosphere in the library and in influencing the community's image of the library. Techniques for handling patrons with special needs will be demonstrated; communicating with non-verbal, non-English speaking, handicapped and elderly patrons in a library setting will be addressed. Attention will also be given to assertiveness training and telephone skills.

### BASIC REFERENCE TOOLS

February 19, 1981  
9 a.m. — 1 p.m.  
Tysons-Pimmet Branch Library

Carolyn White  
Nancy V. Burns

A very basic introduction to the most commonly used reference tools including reference interview techniques. Participants will take part in group discussion and problem solving exercises.

MEDIA MANIA  
March 19, 1981  
1 p.m. — 5 p.m.  
Northern Virginia  
Community College  
Alexandria Campus

David Williams

A "hands-on" training experience with a variety of audio-visual equipment. Information will include care and minor repair of equipment, as well as discussion of the appropriate uses of specific media.

### BUSINESS REFERENCE SERVICES

May 21, 1981  
9 a.m. — 4:30 p.m.  
George Mason University  
Student Union

Joan Giesecke

The workshop will provide a basic understanding of business information sources, systems and services. Geared to the non-business librarian, emphasis will be placed on materials considered essential in answering business-related questions. Investment services, statistical and geographic sources, as well as general business tools will be covered.

## LECTURE

### WHO IS THE CENSOR? INTELLECTUAL FREEDOM AND THE ROLE OF THE LIBRARY STAFF

April 15, 1981  
10:30 a.m. — 12:30 p.m.  
George Mason University  
School of Law

Judith F. Krug

A lecture and discussion which will address the history of censorship, the legal aspects of censorship, freedom of choice, the Library Bill of Rights and the role of the library staff.

## COURSE

### BASIC LIBRARY SKILLS FOR THE PARAPROFessional

February 11, 1981

to

April 15, 1981

Wednesdays.

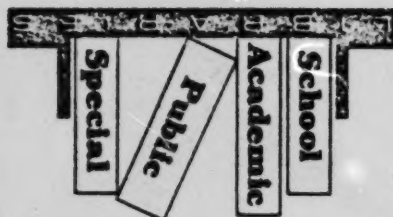
7:05 p.m. — 9:50 p.m.  
George Mason University  
Robinson Hall

Joan Giesecke

An in-depth, ten week course designed to provide basic knowledge of public service/reference work. Basic reference tools, classification schemes, biographical sources, periodical indexing and abstracting sources and government documents will be covered. Participants will have the opportunity to use resources in class and answer actual reference questions. The reference interview will be discussed and practiced.



A project of  
the Library Networking Committee  
of the Consortium for Continuing Higher Education in Northern Virginia  
and  
George Mason University  
the State University in Northern Virginia  
Division of Continuing Education



## In-Service Training Program for Library Paraprofessionals

The following highly qualified educators and experienced library professionals will comprise the instructional staff:

**Nancy Burns**, Reference Librarian at the Richard Byrd Branch of the Fairfax County Public Library. Serves as a Sunday Librarian at the Central Branch of the Arlington County Public Library. Holds the B.S. Cum Laude degree from Converse College in South Carolina, and an M.L.S. degree from Catholic University of America in Washington, D.C.

**Joan Giesecke**, Assistant Professor and Business Librarian at George Mason University. Conducts library skill workshops for the School of Business Administration. Has extensive background in staff development which includes presenting various workshops on public service/reference work. Holds an M.A. degree from Central Michigan and an M.L.S. from the University of Maryland.

**Amy Hittner**, Assistant Professor, Counselor Education Program, George Mason University. Has presented workshops on communications and stress management at local, state and national levels for professional organizations and counselor training. Holds a B.A. in political science from Brooklyn College, an M.A. in counseling psychology from San Francisco State, and a Ph.D. from the University of California at Berkeley.

**Judith F. Krug**, Director of the American Library Association's Office of Intellectual Freedom and Executive Director of the Freedom to Read Foundation. Nationally-recognized pioneer in the cause of intellectual freedom in libraries, holds an M.A. in library science from the University of Chicago and has done advanced study in law and political theory.

**Carolyn White**, Librarian and Manager of the Tysons-Pimmet Branch of the Fairfax County Public Library. Highly experienced in reference, outreach, and handicapped services. Held a temporary post as head of Fairfax Central Library's Reference Department. Holds an M.S.L.S. from the University of North Carolina at Chapel Hill. Member of ALA, VLA and DCLA.

**David Williams**, Coordinator of Audio-Visual Services at the Alexandria Campus of Northern Virginia Community College. Received the B.A. degree from Virginia Tech, the M. Ed. degree from the University of Virginia, and is a doctoral candidate at Virginia Tech. Teaches education courses for Northern Virginia Community College.

The program is offered free of charge as a public service to members of the Library Networking Committee of the Consortium for Continuing Higher Education in Northern Virginia.

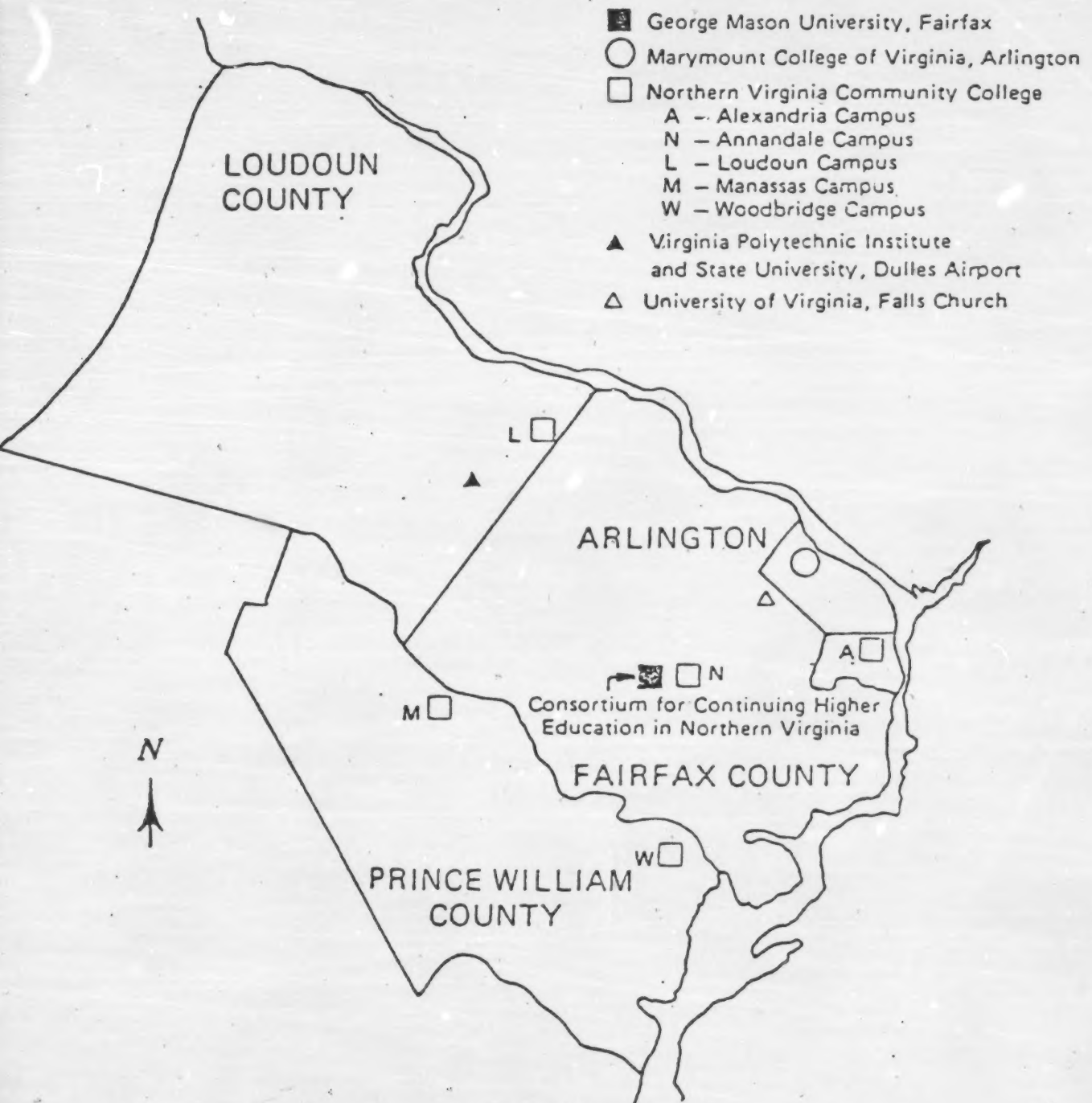
Funding is provided by LSCA, Title III and matching state appropriations through the Virginia State Library.

Requests for additional information  
should be addressed to:  
Library Networking Committee Project Office  
Consortium for Continuing Higher Education in Northern Virginia  
4210 Roberts Road  
Fairfax, Virginia 22032  
(703) 323-2157

Participation is limited to paraprofessionals who are employed by, or who serve members of the Library Networking Committee. To participate you must be nominated by your Library Director for each of the program activities. Registration is limited. See your Library Director as soon as possible to discuss your participation. The registration deadline for all activities is Friday, December 5, 1980.

### REGISTRATION INFORMATION

# NORTHERN VIRGINIA PLANNING DISTRICT 8



## ADMINISTRATIVE STAFF

**Project Coordinator:** Donna R. Bafundo  
Library Networking Committee Project Office  
Consortium for Continuing Higher Education in Northern  
Virginia  
4210 Roberts Road  
Fairfax, Virginia 22032  
(703) 323-2155

**Project Secretary:** Nancy A. Woolever  
Library Networking Committee Project Office  
Consortium for Continuing Higher Education in Northern  
Virginia  
4210 Roberts Road  
Fairfax, Virginia 22032

## INSTRUCTIONAL STAFF

Nancy Burns  
Fairfax County Public Library  
Richard Byrd Branch  
6400 Cumberland Avenue  
Springfield, VA 22150  
(703) 451-8055

Joan Giesecke  
Librarian  
George Mason University  
4400 University Drive  
Fairfax, VA 22030  
North Campus: 691-7940  
Main Campus: 323-2394

Amy Hittner  
Assistant Professor  
Department of Education  
George Mason University  
4400 University Drive  
Fairfax, VA 22030  
(703) 323-2624

Judith Krug  
Director  
Office for Intellectual Freedom  
American Library Association  
50 East Huron Street  
Chicago, Illinois 60611  
(312) 944-6780

Carolyn White  
Reference Librarian  
Woodrow Wilson Branch  
6101 Knollwood Drive  
Falls Church, VA 22041  
(703) 820-8774

David L. Williams  
Coordinator  
Audio-visual Services  
Learning Resource Center  
Northern Virginia Community College  
Alexandria Campus  
3301 North Beauregard Street  
Alexandria, VA 22311  
Work: 323-4317 or 4226

## PROJECT REVIEW COMMITTEE MEMBERS

Ms. Jane Bosley  
Library Supervisor  
Loudoun County School Board Annex  
30 West North Street  
Leesburg, VA 22075  
(703) 777-1222

Dr. Gordon M. Cook  
Learning Resource Center  
Northern Virginia Community College  
Woodbridge Campus  
15200 Smoketown Road  
Woodbridge, VA 22191  
(703) 670-2191, ext. 248

Robert T. Hawkes, Jr.  
Dean  
Division of Continuing Education  
George Mason University  
4400 University Drive  
Fairfax, VA 22030  
(703) 323-2341

Dr. Clayton Schindler  
Professor, Department of Education  
George Mason University  
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Fairfax, VA 22030  
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Ms. Judith Segel  
Assistant Director  
Arlington County  
Department of Libraries  
1015 N. Quincy Street  
Arlington, VA 22201  
(703) 527-4777

Ms. Paula M. Strain  
MITRE Corporation  
1820 Dolley Madison Boulevard  
McLean, VA 22102  
(703) 827-6486

Ms. Charlotte Wilhelmi  
Administrator  
Consortium for Continuing Higher Education  
in Northern Virginia  
4210 Roberts Road  
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Program Monitors

Ms. Jane L. Bosley  
Library Supervisor  
Loudoun County School Board Annex  
30 West North Street  
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(703) 777-1222

Dr. Gordon M. Cook  
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(703) 670-2191, ext. 248

Ms. Mary Jo Detweiler  
Director  
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8601 Mathis Avenue  
Manassas, Virginia 22110  
(703) 361-8211

Mrs. Deane Dierksen  
Director  
Mary Riley Styles Public Library  
120 North Virginia Avenue  
Falls Church, Virginia 22046  
(703) 241-5030

Ms. Maxine Hanke  
Director  
Regional Medical Library Program  
National Library of Medicine  
8600 Rockville Pike  
Bethesda, Maryland 20209  
(301) 496-4000

Ms. Deborah J. Leather  
Ireton Library  
Marymount College of Virginia  
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Ms. Shirley Rortvedt  
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Library Manager  
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Dr. Bernadine C. Thomas  
Learning Resources Center  
Northern Virginia Community College  
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(703) 323-2390

Mr. William L. Whitesides  
Director  
Fairfax County Public Library  
Ravensworth Industrial Park  
5502 Port Royal Road  
Springfield, Virginia 22151  
(703) 321-9810

Ms. Charlotte Wilhelmi  
Administrator  
Consortium for Continuing Higher  
Education in Northern Virginia  
4210 Roberts Road  
Fairfax, Virginia 22032  
(703) 323-2155

EVALUATION TEAM

Wayne P. Thomas, Ph.D.  
Associate Professor  
Department of Education  
George Mason University  
(703) 323-2597

Mr. Terry Arbogast  
Principal  
Taylor Junior High School  
350 East Shirley Avenue  
Warrenton, Virginia 22186

Mr. Raymond O'Connor  
Boeing Computer Services  
Data Center  
7990 Gallows Court  
Vienna, Virginia 22180

## VIRGINIA STATE LIBRARY ADMINISTRATION

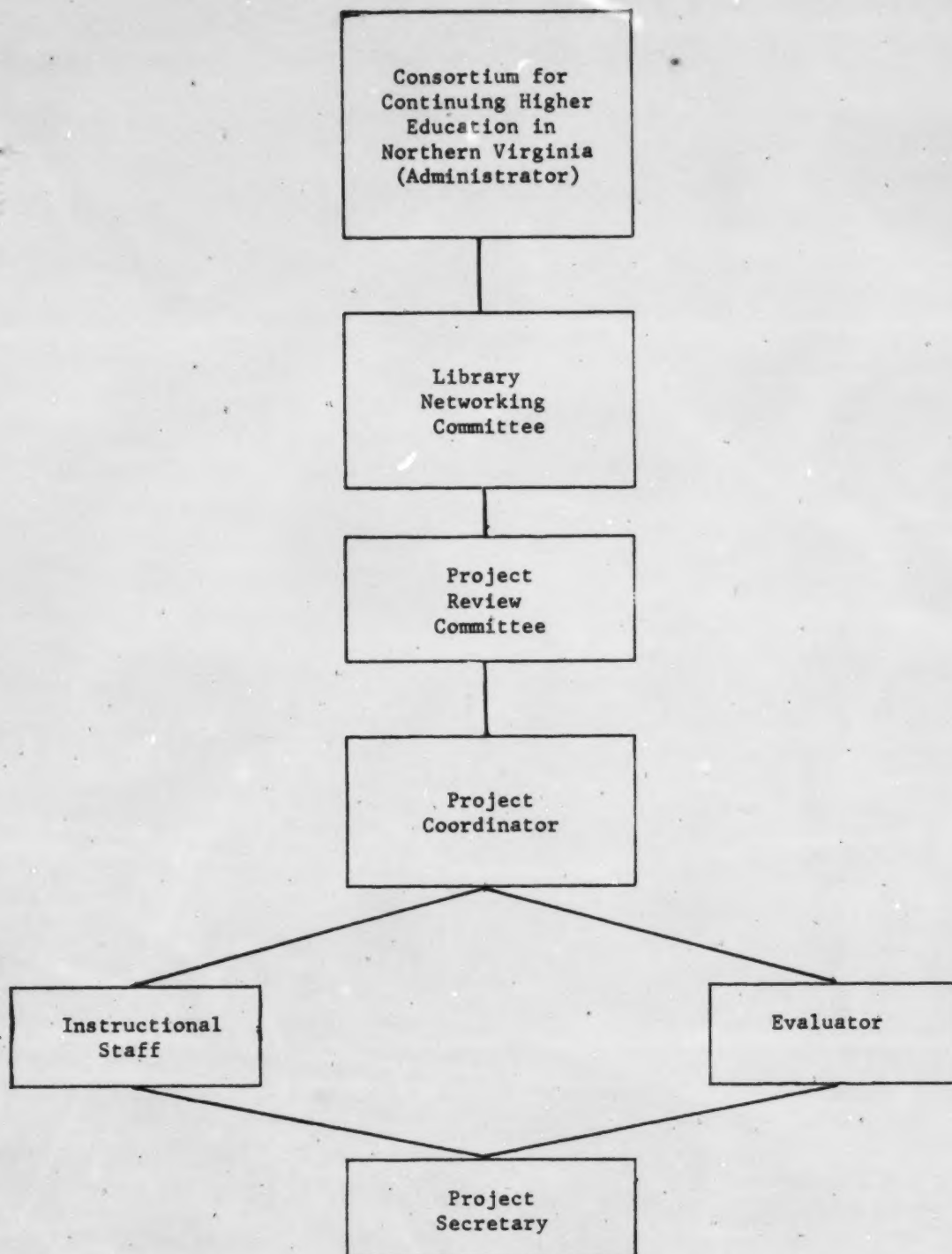
Mr. Donald R. Haynes  
State Librarian  
Virginia State Library  
Richmond, Virginia 23219

Mr. William Hubbard  
Director of Library Services  
Virginia State Library  
Richmond, Virginia 23219

Ms. Dorothy Fuller  
Assistant Director for Library Development  
Virginia State Library  
Richmond, Virginia 23219

Ms. Ida Patton  
Administrative Consultant  
Virginia State Library  
Richmond, Virginia 23219

Ms. Barbara Theile  
Public Library Consultant  
Virginia State Library  
Richmond, Virginia 23219



Organizational Structure  
In-Service Training Program for Library Paraprofessionals



## IN-SERVICE TRAINING PROGRAM FOR LIBRARY PARAPROFESSIONALS

The Consortium for Continuing Higher  
Education in Northern Virginia  
Library Networking Committee

### REGISTRATION POLICIES AND PROCEDURES

#### Selection Criteria

1. Participants must be library paraprofessionals or library volunteers, that is, trained aides who assist professional librarians.
2. Participants must be employed by or serve members of the Library Networking Committee. Non-Library Networking Committee members are not eligible to participate.
3. Participants must be determined by the Library Director to have a particular learning need for the training activity(ies) for which they are nominated.
4. The Library Director makes the final decision on nominees from within his/her particular library, or library jurisdiction.
5. Registration forms will be accepted from Library Directors only.

#### Selection Process

1. Registration forms must be post marked no later than Friday, December 5, 1980. All post-deadline registration forms will be held and nominees will be placed on waiting lists.
2. Telephone registration will not be accepted.
3. In an effort to accommodate as many paraprofessionals as possible, the same person cannot attend more than the lecture program and 2 other program activities.
4. Registration per activity is limited to 30 participants, with the exception of the lecture program which will accommodate 200 professionals and paraprofessionals.
5. Waiting lists will be maintained for each program activity. In the event of enrollee attrition, waiting list nominees will be contacted. Those who cannot be accommodated in this year's program will have an opportunity to participate next year when the program will be opened to the library paraprofessional community at large on a first come, first-served basis.

4210 Roberts Road  
Fairfax, Virginia 22032  
(703) 323-2157

Appendix I, Page 1

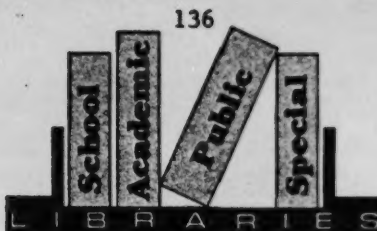


through George Mason University's Division of Continuing Education in cooperation with the Library Networking Committee of the CCHENV.

6. Each of the program activities will be handled separately for registration selection. A percentage of respondents for each of the 4 general types of libraries will be calculated for each activity. The corresponding number of slots will then be determined, and that number of nominees will be drawn from the lot.

#### Notification Procedures

1. Selection procedures will begin immediately following the registration deadline.
2. A notification of selection letter will be mailed to the Library Director and to each selected nominee. Nominees who were not selected will also be notified and placed on a waiting list. They will also be informed of the opportunity to participate next year.
3. Once notification of selectees has been received, release time arrangements for the employee or volunteer should be made by the Library Director.



**IN-SERVICE TRAINING PROGRAM FOR LIBRARY PARAPROFESSIONALS**

The Consortium for Continuing Higher  
Education in Northern Virginia  
Library Networking Committee

November 17, 1980

Dear Library Director:

As a member of the Library Networking Committee of the Consortium for Continuing Higher Education in Northern Virginia, you are aware of the \$25,465.00 LSCA, Title III grant which has been awarded to the committee through the Virginia State Library. The funds will support a formal, in-service training program free of charge to paraprofessional and volunteer members of your library staff.

The program has been designed to provide paraprofessionals with increased competence in basic library concepts and skills and to reinforce positive public service attitudes. Seven specialized educational activities are planned:

- o five training workshops
- o a lecture/discussion program
- o a ten week course on basic library skills

Our intentions are to serve as many of the types of libraries represented on the Library Networking Committee and to train as many paraprofessionals as possible. In order to maintain academic quality, enrollment must be limited to thirty participants for each of the workshops and for the course. The lecture/discussion program, however, will accommodate 200 participants. Because of this, we are offering this one particular activity to both professionals and paraprofessionals, and we invite you to submit three nominees from your staff.

As Library Director, we are requesting that you assist the project staff with the following:

1. Arrange for prompt distribution of the enclosed informational brochures to your paraprofessional and volunteer staff members. The brochures inform potential participants that they must be nominated by you for a particular program activity.
2. Nominate one staff member for each of the workshops, one staff member for the course, and three staff members for the lecture/discussion program.

Appendix J, Page 1

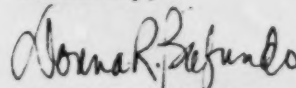
4210 Roberts Road  
Fairfax, Virginia 22032  
(703) 323-2157

3. Complete the enclosed registration form which identifies all of your nominees and return the form to me no later than Friday, December 5, 1980.

A fair and equitable "lottery-style" procedure has been very carefully formulated for selection of participants. The process will be based upon the percentage of respondents from the various types of libraries represented on the Library Networking Committee. If you have questions regarding the program or the selection process, please feel free to call upon me.

In conclusion, I want to convey on behalf of those involved in the implementation of this project, our sincere commitment to serving you with a program of high quality. It is one which has great potential for meeting the critical and growing need for practical staff training in public services areas for paraprofessionals within the libraries of Northern Virginia. We invite you to take full advantage of this excellent and worthwhile opportunity.

Sincerely,



Donna R. Bafundo  
Project Coordinator

DRB/naw

Enclosures

REGISTRATION FORMIn-Service Training Program for Library Paraprofessionals

Library Director \_\_\_\_\_

Library \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Phone \_\_\_\_\_

Type of Library:

- ☐ academic (University and college)
- ☐ public (county)
- ☐ special (business, corporation, etc.)
- ☐ school (public)

WORKSHOPS

## #1 BASIC COMMUNICATION SKILLS

The workshop will address attitudes of service, listening skills, "I" language, verbal and non-verbal communication, appearance, self image, interpersonal relations, and exercises in resolving typical library problem situations.

Enrollment: 30

## #2 ADVANCED COMMUNICATIONS

An advanced communications workshop geared to foster appreciation for the importance of the individual employee in creating a positive atmosphere in the library and in influencing the community's image of the library. Techniques for handling patrons with special needs will be demonstrated: communicating with non-verbal, non-English speaking, handicapped and elderly patrons in a library setting will be addressed. Attention will also be given to assertiveness training and telephone skills.

Enrollment: 30

## #3 BASIC REFERENCE TOOLS

A very basic introduction to the most commonly used reference tools including reference interview techniques. Participants will take part in group discussion and problem solving exercises.

Enrollment: 30

## #4 MEDIA MANIA

A "hands-on" training experience with a variety of audio-visual equipment. Information will include care and proper repair of equipment, as well as discussion of the appropriate uses of specific media.

Enrollment: 30

## #5 BUSINESS REFERENCE SERVICES

The workshop will provide a basic understanding of business information sources, systems and services. Geared to the non-business librarian, emphasis will be placed on materials considered essential in answering business-related questions: investment services, statistical and geographic sources, as well as general business tools will be covered.

Enrollment: 30

NOMINEE (1)

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Home phone: \_\_\_\_\_

Work phone: \_\_\_\_\_

NOMINEE (1)

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Home phone: \_\_\_\_\_

Work phone: \_\_\_\_\_

NOMINEE (1)

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Home phone: \_\_\_\_\_

Work phone: \_\_\_\_\_

NOMINEE (1)

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Home phone: \_\_\_\_\_

Work phone: \_\_\_\_\_

NOMINEE (1)

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Home phone: \_\_\_\_\_

Work phone: \_\_\_\_\_

COURSE**BASIC LIBRARY SKILLS FOR THE PARAPROFESSIONAL**

An in-depth, ten week course designed to provide basic knowledge of public service/reference work. Basic reference tools, classification schemes, organizational sources, periodical indexing and abstracting sources and government documents will be covered. Participants will have the opportunity to use resources in class and answer actual reference questions. The reference interview will be discussed and practiced.

Enrollment: 30

NOMINEE (1)

Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Home phone: \_\_\_\_\_

Work phone: \_\_\_\_\_

LECTURE PROGRAM

(open to professionals as well as paraprofessionals)

**WHO IS THE CENSOR? INTELLECTUAL FREEDOM  
AND THE ROLE OF THE LIBRARY STAFF**

A lecture and discussion which will address the history of censorship, the legal aspects of censorship, freedom of choice, the Library Bill of Rights and the role of the library staff.

Enrollment: 200

NOMINEES (3)

1. Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Home phone: \_\_\_\_\_

Work phone: \_\_\_\_\_

2. Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Home phone: \_\_\_\_\_

Work phone: \_\_\_\_\_

3. Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Home phone: \_\_\_\_\_

Work phone: \_\_\_\_\_

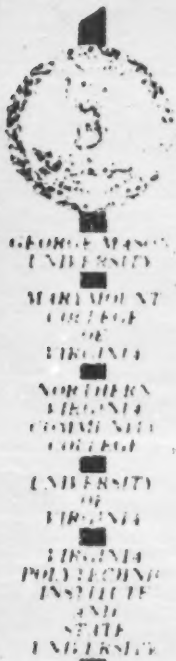
DEADLINE: December 5, 1980

Return to:  
Library Networking Committee Project Office  
Consortium for Continuing Higher Education in Northern Virginia  
4210 Roberts Road  
Fairfax, Virginia 22032  
(703) 323-2157

Appendix J, Page 4



# THE CONSORTIUM FOR CONTINUING HIGHER EDUCATION IN NORTHERN VIRGINIA



## LIBRARY NETWORKING COMMITTEE MEETING

2:00 P.M., Tuesday, October 28, 1980

EDUCATIONAL MEDIA CENTER, ALEXANDRIA CITY PUBLIC SCHOOLS  
3801 W. Braddock Road, Alexandria, VA 22302

## AGENDA

- 2:00 p.m. Call to order--John Veenstra presiding.  
Approval of Minutes of August 26, 1980  
Consortium Report--Wilhelmi  
Committee Reports  
    Funding for Part-Time Students--Saunders  
    Directory of N. VA Libraries--Strain  
    Automated Networking--Lajewski  
    Grants--Cook
- 2:15 p.m. OLD BUSINESS  
    Paraprofessional Training Project--Bafundo  
    Staff Interchange Survey & Committee Selection  
        Veenstra & Whitesides  
    Status of Reception for Library Community Newcomers  
        (both the event & the committee)  
    Other
- 3:10 p.m. NEW BUSINESS  
    Ex-Officio Membership List  
        Hanke, Williams as alternate, Molnar  
    Other
- 3:30 p.m. Adjourn to Tour Media Center--Brown

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Enclosures: Map  
List of Committees  
Minutes of August 26.  
Memo on Automation Task Force

Appendix K1, Page 1

1210 Roberts Road, Fairfax, Virginia 22032

# THE CONSORTIUM FOR CONTINUING HIGHER EDUCATION IN NORTHERN VIRGINIA



GEORGE MASON  
UNIVERSITY

MARY MOUNT  
COLLEGE  
OF  
VIRGINIA

NORTHERN  
VIRGINIA  
COMMUNITY  
COLLEGE

UNIVERSITY  
OF  
VIRGINIA

VIRGINIA  
POLYTECHNIC  
INSTITUTE  
AND  
STATE  
UNIVERSITY

## LIBRARY NETWORKING COMMITTEE MEETING

12 NOON, Tuesday, December 16, 1980.

### CONSORTIUM OFFICES

4210 Roberts Road, Fairfax, Virginia

### Agenda

- |            |                                                                                                                                                                                                                                                                                         |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 12:00 NOON | Holiday Luncheon                                                                                                                                                                                                                                                                        |
| 1:30 p.m.  | Call to order. J. Segel presiding.<br>Approval of Minutes of 10/28/80<br>Consortium Report<br>Membership                                                                                                                                                                                |
| 1:45 p.m.  | OLD BUSINESS<br><br>Paraprofessional Training -- Bafundo<br>Staff Interchange -- Veenstra & Whitesides<br>a) Redistribution of Forms<br>b) Committee Selection<br>Reception Report -- Carlton<br>Resource Sharing & the Delaware Library Assn.<br>-- Segel & Terwilliger-Brown<br>Other |
| 2:15 p.m.  | NEW BUSINESS<br><br>VLA Region V Literacy Workshop -- Pearson<br>Automation Task Force<br>a) Introduce Chairman Lou Weatherbee<br>b) Report<br>VLA 1980 Conference Report<br>Meeting Places for 1981--Request for Invitations<br>Introduction of 1981 Officers<br>Passing of the Gavel  |
| 3:00 p.m.  | Adjournment                                                                                                                                                                                                                                                                             |

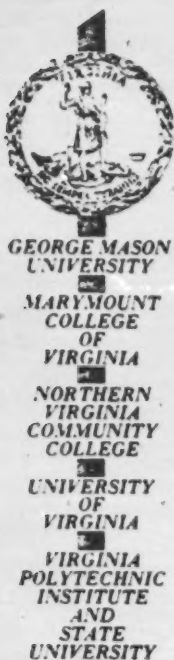
REMEMBER! HOLIDAY LUNCHEON--PLEASE REPLY AS SOON AS POSSIBLE!  
 (Cost: \$3.00 plus holiday dessert for five people.)

Enclosures: Minutes of 10/28/80  
 Revised Subcommittee List

Appendix K1, Page 2

4210 Roberts Road, Fairfax, Virginia 22032

# THE CONSORTIUM FOR CONTINUING HIGHER EDUCATION IN NORTHERN VIRGINIA



## CCHENV LIBRARY NETWORKING COMMITTEE

February 24, 1981, 2:00 P. M.

### AGENDA

2:00 P. M. - Call to Order--Chairman John Veenstra  
 Additions to Agenda  
 Approval of minutes  
 Consortium Report--Charlotte Wilhelmi

2:05 P. M. - Old Business

#### a. Committee Reports:

1. Staff Interchange--Judith Segel
2. Funding of Part-time Library Science Students--  
Lelia Saunders
3. Paraprofessional Training Project Review Committee--  
Gordon Cook
4. Grants Committee--Gordon Cook and Gloria Terwilliger-Brown
5. Automated Networking Task Force--Lou Wetherbee
6. Reception for New Librarians--Barbara Robinson (Chair-  
man) (Jan Carlton--Convener)

#### b. Other Old Business

1. Paraprofessional Training Project--Donna Bafundo
2. Brown Baggers--Paula Strain

#### - New Business

#### News Items

1. Workshops on Stress Management--Lelia Saunders
2. Library of Congress Workshop--Charlotte Wilhelmi
3. Judith Segel and New Position

#### Discussion Items

1. ALA Midwinter
2. Present Status and Future Direction of LNC

#### - Other Business

#### - Adjournment

In-Service Training Program for Library Paraprofessionals  
Project Review Committee  
Meeting Minutes

September 23, 1980

The initial meeting of the Project Review Committee for the Consortium for Continuing Higher Education in Northern Virginia/Library Networking Committee's project, "In-Service Training Program for Library Paraprofessionals", convened at 2:00 p.m., September 23, 1980 at the Tallwood Conference Room of the Consortium's offices.

Present were:

Dr. Gordon Cook, Committee Chairman, Learning Resource Center,  
Northern Virginia Community College, Woodbridge Campus  
Ms. Charlotte Wilhelmi, Administrator, CCHENV  
Ms. Jane Bosley, Library Supervisor, Loudoun County School Board Annex  
Ms. Sally J. Reithlingshoefer, Assistant Director, Division of  
Continuing Education, George Mason University  
Dr. Clayton Schindler, Professor, Department of Education, GMU  
Ms. Judith Segel, Loudoun County Public Library  
Ms. Paula Strain, MITRE Corporation  
Ms. Donna R. Bafundo, Project Coordinator, CCHENV/LNC Project Office  
Ms. Nancy Woolever, Project Secretary, CCHENV/LNC Project Office

Dr. Cook welcomed the members and introduced them to Ms. Bafundo.

Ms. Bafundo expressed her pride in being part of such an exciting and informative project. She reported that the project got off to a good start. She then presented an account of the progress of the project to date. For the convenience of those wishing to contact the Project Office, an automatic answering machine has been installed for times when the staff is out of the office. The project staff can be reached at 323-2157.

Ms. Bafundo distributed and explained a Time-line giving a general overview of project activities over it's 10-month duration. She emphasized the fact that evaluation and monitoring of project objectives and activities are a constant part of the project from beginning to end.

In accordance with the format of the agenda, the first item discussed was scheduling for the workshops and the course. Ms. Bafundo reported that she had called a meeting with the instructional staff concerning scheduling and instructional content of the programs. Ms. Segel pointed out the necessity of re-emphasizing to all instructors the need to keep in mind that they are training paraprofessionals.

Ms. Bafundo recommended that the committee consider Dr. Amy Hittner as instructor for the two workshops on Communications Skills. She submitted Dr. Hittner's resume for the Committee's review. After hearing endorsements from Clayton Schindler and Sally Reithlingshoefer, the Committee decided unanimously to approve her as instructor for Communications I and II.



Ms. Bafundo reported that workshops will take place once a month starting in December and continuing through May. First, Ms. Bafundo suggested they be scheduled Wednesday afternoons from 1:00 p.m. to 4:00 p.m. Second, she strongly recommended that they be located out in the community. Third, concerning the course, she suggested that it be taught on the GMU Main Campus in the evening, in accordance with the course instructor's wishes. She also suggested that the course begin on February 11, 1981 so that it will run concurrently with GMU's spring semester and end in time for assessment before submittal of the final report.

In the discussion which followed, the committee members made suggestions for revisions in scheduling. Ms. Wilhelmi pointed out that an evening course may pose problems concerning attendance. Ms. Segel affirmed that attendance at an evening course requires a stronger individual commitment on part of the participant. Ms. Bosley asserted that an evening course would be more adaptable for school system participants, and Ms. Strain re-confirmed this concerning Special Library participants.

The possibility of splitting the 6-hour workshop on Business Reference Services into two, 3-hour sessions was raised. Ms. Bosley proposed a morning and an afternoon workshop session possibly on a Saturday. Ms. Segel and Ms. Strain suggested that not all workshop sessions be held on Saturday, mainly due to the inconvenience this would cause participants. Ms. Wilhelmi agreed that the Business References workshop could be held in two sessions on one day, but she also recommended, in addition, not to schedule both Communications workshops in one day. The Committee concluded that the workshops should not be held on Saturday.

Concerning program content, Ms. Bafundo expressed the need for the Committee to monitor program content. Ms. Strain requested inclusion of scientific and technological aspects in the Reference workshop instruction. Ms. Bafundo stated that the committee members would be given the opportunity to review each workshop/course outline and make recommendations for revision. It was proposed that all outlines be composed from a librarian's perspective. Dr. Cook pointed out that Robert T. Hawkes, Jr., Dean, Division of Continuing Education, GMU, will also be reviewing all outlines for Continuing Education Unit validity.

Workshop locations were discussed next, according to the order of the agenda items. Ms. Segel pointed out that the location for the Basic Reference Tools workshop had been decided in the proposal and that the Committee should implement this decision. Dr. Cook brought up the problems of trafficking and willingness of participants to travel some distance. Also discussed was the possibility of extending the number of registrants since this workshop is being team taught. Ms. Wilhelmi pointed out that each instructor would receive an honorarium, so that possibly a larger group could be split into 2 smaller ones. Ms. Bosley raised the point that there may not be enough reference materials for distribution to each individual for instructional purposes. Ms. Segel suggested that these issues be discussed with the individual course instructor.

It was suggested that David Williams, instructor for the Media Mania Workshop, may want to work in his own Media Center at the Alexandria Campus of Northern Virginia Community College.

Concerning "Who is the Censor?", Ms. Segel postulated that Judith Krug may attract a larger crowd since she is a nationally recognized figure. Ms. Reithlingshoefer brought attention to the excellent location and accommodations



of the George Mason University Law School, as well as the excellent resources contained in its Library. The Committee recommended finding out specifically what Ms. Krug has agreed to before making any scheduling confirmations.

Scheduling a location for the Business Reference Services Workshop was discussed next. Ms. Bosley expressed concern for problems which would arise for Ms. Giesecke since she is teaching both a workshop and the course. Ms. Bafundo related that Ms. Giesecke has assured her that there would be no conflict. Regarding location, Ms. Reithlingshoefer advised selecting an on-campus location for both the Business Reference Services Workshop and the course that Ms. Giesecke will be teaching. She felt this would cause less strain and pressure on Ms. Giesecke. Ms. Bosley affirmed that this may also preserve the quality of the programs. In association with these statements, Ms. Wilhelmi suggested that the instructors be reminded that no money is allotted for mileage. The honorarium is the only compensation they will receive.

Talking over a location for the Communications Workshops, Ms. Segel recommended that one be located in a Public School Library, and the other in an industrial setting. Ms. Bosley reported that Ms. Edith Ashworth is the contact person for scheduling activities in Public School Libraries. Ms. Strain volunteered to contact Special Libraries to inquire about their scheduling procedures.

The question was raised, do Communications I and II necessarily have to follow one another? Ms. Segel recommended that this question be raised to the instructors, who would decide the flexibility of the matter.

The problem of attendance at an evening course was addressed by Dr. Cook. Ms. Segel requested that the course be treated separate from the workshops, in the fact that these two activities are not the same type of in-service training. The workshops can be supplemented by the supervisor, whereas the course depends upon the voluntary commitment of the student. Ms. Bafundo stated that the course is designed to provide a more "academic" component to the project. This is evidenced by the awarding of Continuing Education Units.

The next agenda item was the format and distribution of the project's informational brochure. Ms. Bafundo reported to the Committee that \$650.00 was budgeted for publications. The \$650.00 would be allocated for three separate items: brochure, letterhead, and final report cover pages. The CCHENV's Library Networking Committee logo and color scheme will be maintained. The University will also bind the final report in order to provide it with a more finished look. The contents of the final report itself will be printed and collated on the Xerox 9400 duplicating machine.

It was recommended that registration information and forms be disseminated separate from the informational brochure. Dr. Cook suggested that we ask each Library Director to recommend 1 person to attend 1 or 2 workshops. Ms. Segel pointed out that if we are not intending for one person to attend all the workshops, we should relate this fact. In concurrence with this, Dr. Cook pointed out that the goal of the Library Director will be to get the para-professional trained properly, not to conform to the proposal's projected number of participants. Ms. Reithlingshoefer questioned whether or not having the same participants attend all the workshops could be deemed fiscally worthwhile.

In the discussion which followed, several suggestions were made. Dr. Cook recommended that priority listings for the workshops be implemented. Ms. Segel suggested that a statement be added which portrays the idea that not everyone

who applies will necessarily be accepted. She also emphasized caution in regard to intertwining the course with the workshops. She suggested we define why both types of programs are being offered.

The problem of whom to direct the brochure toward arose. Ms. Strain recommended that it be geared toward the attention of the participants, and be accompanied by a cover letter containing registration procedures geared toward the attention of the Director. The Committee agreed to this. Ms. Bafundo reported that she is planning one mass registration deadline. Those who register for later workshops will receive a reminder notice approximately two weeks prior to the workshop date. Ms. Segel delivered the question of drop out rate among participants. Ms. Bafundo responded that registration levels could be raised to a maximum of 40 in order to insure that at least 30 will be present. Dr. Cook suggested that in addition to this, waiting lists should be established to fill vacated positions. Ms. Wilhelmi pointed out that this project will require on-going, year long promotion. She also reminded the Committee that one premise stipulated in the proposal is that the scope of this project covers volunteers throughout the entire region, not only wage earning paraprofessionals.

Concerning the amount of brochures to be printed and the actual printing process of the brochure itself, Ms. Bafundo theorized that the entire process should take between 5 and 6 weeks, due to the bidding procedures required of state institutions of higher education. She has no control over this. Nonetheless, the brochure should be ready for distribution by November 3, 1980. Ms. Reithlingshoefer suggested that we ask for bids from printers in Northern Virginia only. This conforms to University Policy.

In discussing the number of brochures to be printed, it was discovered that there are approximately 250 libraries throughout the region. It was decided to send two or three brochures to each library for routing among employees and also to place a time limit on registration. The Committee concluded that we would need 2500 brochures. It was also suggested that copies be sent to Learning Resource Centers as well as Media Services Centers.

The topic of printing and disseminating the final report was discussed. It was decided that 20 copies should be sent to the State Council, that copies be sent to members of the Library Networking Committee and the Project Review Committee, and that one copy be sent to each Public Library Coordinator in each of the state's four regions, one to each of the 50 State Library Heads, and one to ERIC. 250 sets were determined as needed.

Conferring on Public Relations matters, Ms. Bafundo requested that each Project Review Committee member provide her with sources for sending press releases. Ms. Strain suggested publicizing in the Library Council publication, AXIS. Ms. Bafundo also suggested publicizing in "in-house" organizational publications as well as any other resources that can be indentified.

A primary concern of the entire project in dealing with evaluation, is the development of sound assessment instruments. Ms. Bafundo stressed the need for different types of on-going evaluative processes. Ms. Reithlingshoefer suggested, accounting for the minimal amount budgeted for evaluation, that we enlist the help of a consultant who will provide a simplistic, flexible design of an assessment plan, adaptable to each workshop, and at the conclusion of the project, will help to compile the data collected into aggregate form for submittal with

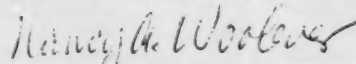
the final report. Ms. Reithlingshoefer suggested Dr. Wayne Thomas, GMU, as an excellent resource person.

Ms. Bafundo explained the need for formative as well as summative evaluation. Each workshop instructor will be developing a self-assessment instrument. The Project Review Committee must also aid in the evaluative process. Dr. Cook cited the fact that the data acquired from pre-test and post-test situations included in the workshops for evaluative purposes, must not only be compiled, but also analyzed. Ms. Wilhelmi agreed that the form of the evaluation must reflect whether or not the programs are effective. She suggested that a statement be included in the evaluation which asks whether or not participants would be willing to pay for related services in the future.

The final subject for discussion was continuation for the program in the future. Ms. Segel questioned how GMU would continue these activities in a workshop mode. Ms. Reithlingshoefer explained that this sort of service will be incorporated in the Division of Continuing Education through its Public Services function. Ms. Segel expressed concern over whether the Virginia State Library would recognize the continuation of the project as valid. The success and validity of this project will be reflected in the evaluation. The success and validity of future programs will depend upon future interest in and need for this type of service.

The Committee decided to schedule it's next meeting for November 25, 1980. The meeting adjourned at 4:10 p.m.

Respectfully submitted,



Nancy A. Woolever  
Project Secretary

In-Service Training Program for Library Paraprofessionals  
Project Review Committee  
Meeting Minutes

November 25, 1980

The second bi-monthly meeting of the Project Review Committee convened Tuesday, November 25, 1980 at 2:00 p.m. in the conference room at the CCHENV.

Members present were:

Dr. Gordon Cook, Committee Chairman, Learning Resource Center,  
Northern Virginia Community College, Woodbridge Campus  
Ms. Charlotte Wilhelmi, Administrator, CCHENV  
Dr. Robert T. Hawkes, Jr., Dean, Division of Continuing Education,  
George Mason University  
Dr. Wayne Thomas, Professor, Department of Education, George Mason  
University  
Ms. Judith Segel, Loudoun County Public Library  
Ms. Jane Bosley, Library Supervisor, Loudoun County School Board Annex  
Ms. Paula M. Strain, MITRE Corporation  
Ms. Donna R. Bafundo, Project Coordinator  
Ms. Nancy Woolever, Project Secretary

Dr. Cook called the meeting to order and then asked Ms. Bafundo for a progress report. She reported that the project is running along smoothly and according to schedule. Regarding the schedule of program activities, she reported that all the committee members' recommendations had been formulated into the schedule. Plans for Judith Krug's lecture have been finalized. Ms. Bafundo expressed special gratitude to Dean Hawkes, who has generously offered to support Ms. Krug's airfare. Ms. Bafundo told the committee that Ms. Krug had offered to come and present the lecture even if her plane fare could not be covered. Also, Ms. Bafundo reported that the lecture program will accommodate up to 200 professionals and paraprofessionals. Ms. Bafundo reported that the ten week course has been scheduled to run concurrent with the George Mason University semester system.

Ms. Bafundo asked the committee members to volunteer to monitor one of the program activities. A sign-up sheet was circulated.

Ms. Bafundo related that she had met with the Instructional Staff on September 25, 1980. Each instructional staff member was requested to provide a signed professional services agreement, a program outline and materials and a biographical sketch. Minutes of the meeting are available for committee review.

The brochure was discussed next. Ms. Bafundo explained that on the initial printing, several mistakes had been made by the printer, causing the program's three components to be misrepresented. The brochures had to be reprinted, thus requiring a subsequent adjustment of the registration deadline from December 1, 1980 to December 5, 1980. Ms. Bafundo reported that all registration packets had been mailed to the Library Directors by November 19, 1980. Larger



packets were hand delivered. After some discussion over problems of slow mail and the need for a possible extension, it was decided that registrations post-marked by December 5, 1980 would be accepted. Those post-marked after December 5, 1980 would be placed on waiting lists.

A discussion of the Registration Procedures followed. Each committee member was given a copy of the procedures to review for possible revisions. Under Part II, Section 3, Dr. Cook suggested that the lecture should not be included as one of the 2 activities limit per participant. Under Part II, Section 4, it was suggested that this section be reworded to incorporate the lecture. It was decided that the registration for each activity would be handled separately, and that the lottery system would automatically decide who is selected and who is not selected. Those not selected, or restricted by the two activity limit, will be immediately placed on waiting lists. Selection procedures will be sent to Library Directors upon request. Confirmation letters will be sent to all nominees, to those selected as well as those who were not selected.

Ms. Wilhelmi raised the question as to the possibility of expanding the lecture capacity to exceed 200. Dean Hawkes suggested that the location for the lecture could be moved to the large hallway at the Law School or to the new auditorium on George Mason University's main campus in the event that more than 200 participants register for it. Once demand is determined, changes can be made in location.

Ms. Bafundo introduced Dr. Wayne Thomas, consultant from George Mason University's Department of Education, who presented a plan for evaluating the project. First, Dr. Thomas explained that training program effectiveness is difficult to measure. He discussed ways to assess short term effects, those that bring about change in attitude and performance. He also discussed long term effects, those which will measure outcomes of the training beyond the term of the project. Dr. Thomas suggested that we collect internal and external data for a validity check. Also, he suggested that we not only look at group changes, but examine changes within the thoughts and actions of selected individuals. Practical assessment instruments would be a paper and pencil questionnaire, objective questions devised by the instructor, and also personal interviews with a random sample of participants.

It was decided that for the final report, the committee will submit only a preliminary short term evaluation. Ms. Bafundo pointed out that long term assessment may be necessary for continuation of the project beyond the funding period. Ms. Wilhelmi pointed out that the long term assessment might be accomplished by the Division of Continuing Education through Ms. Bafundo's position as Coordinator of Program Development. Dean Hawkes raised the point that we must not ignore long term effects because we will want to determine the most effective types of training programs for implementation in the future. Ms. Wilhelmi praised Dr. Thomas for an excellent evaluation plan and thanked him for this significant contribution of his time.

According to the agenda, the committee next reviewed the program outlines. For the third workshop, Basic Reference Tools, the committee expressed the need to emphasize the reference interview. They requested that the reference interview be covered as a first priority in that workshop. In workshop #5, Business Reference Services, the committee requested that the reference interview must

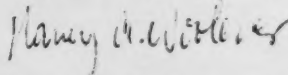


be included in the program in some way. Concerning the course, the committee expressed the need to be certain that participants understand both the Dewey Decimal System as well as the Library of Congress System and that the relationship between the two be clear to the participants. Also suggested for inclusion in the ten week course was a program instructing participants concerning Library Services in the Northern Virginia area. In general, the committee agreed that the instructors did an excellent job on the program outlines. Ms. Segel pointed out that the outlines developed for this program will be a tremendous help in continuing programs like this one year after year.

The next meeting of the Project Review Committee is scheduled for January 27, 1981 at 2:00 p.m. in the conference room at the Consortium.

The meeting was adjourned at 3:45 p.m.

Respectfully submitted,



Nancy A. Woolever  
Project Secretary

In-Service Training Program for Library Paraprofessionals  
Project Review Committee  
Meeting Minutes

January 27, 1981

The third bi-monthly meeting of the Project Review Committee convened at 2:00 p.m. in the conference room at the Consortium for Continuing Higher Education in Northern Virginia on January 27, 1981.

Members present were:

- Dr. Gordon Cook, Committee Chairman, Northern Virginia Community College, Woodbridge Campus
- Dr. Clayton Schindler, Department of Education, George Mason University
- Dr. Robert T. Hawkes, Jr., Dean, Division of Continuing Education, George Mason University
- Ms. Paula M. Strain, MITRE Corporation
- Ms. Judith Segel, Loudoun County Public Libraries
- Ms. Jane Bosley, Loudoun County School Board Annex
- Ms. Evelyn Post, Staff Assistant, CCHENV
- Ms. Donna R. Bafundo, Project Coordinator
- Ms. Nancy A. Woolever, Project Secretary

Dr. Cook opened the meeting with a review and acceptance of the last meeting's minutes.

Ms. Bafundo was asked for a progress report. She reported on the results of the registration. All registrants, including the waiting list registrants were accommodated. Out of 416 libraries, 378 responded, in the following manner:

- 6 out of 11 academic libraries
- 15 out of 48 special libraries
- 40 out of 40 public libraries (representing six systems)
- 4 out of 4 school systems (representing 317 schools)

This represents a total registration of 347 paraprofessionals and professionals, exceeding the 210 registrants indicated in the grant proposal.

For Workshop #1, 35 were registered, 33 were present; for Workshop #2, 36 were registered, 31 were present; for Workshop #3, 36 are registered; for Workshop #4, 37 are registered; for Workshop #5, 34 are registered; for the Course, 39 are registered; for the Lecture, 130 are registered.

Ms. Bafundo reported that all instructional staff members had completed and returned a Professional Services Agreement.

Concerning Evaluation, Ms. Bafundo reported that Dr. Thomas has agreed to develop a simple computer program for evaluation of the five workshops.

- 1 -

Computer Services at George Mason University will punch the cards, but Ms. Bafundo will be responsible for compiling the data into aggregate form. For the Lecture, Ms. Bafundo will develop the assessment instrument and evaluate the data manually. For the course, Dr. Thomas offered to explore it as a possible project for his graduate research class. Plans for this phase of evaluation are not definite, but they should be finalized soon.

Concerning the budget, Ms. Bafundo reported that we are underspending. George Mason University acts as the fiscal agent for the grant, and all financial matters are handled by the accounting office which bills the Virginia State Library for all expenditures on behalf of the grant.

Ms. Bafundo reported that she has been keeping Mr. Hubbard and Mr. Haynes of the Virginia State Library apprised of the progress of the project. Mr. Hubbard is pleased with the progress of the project to date. Ms. Bafundo reported that she has invited both Mr. Haynes and Mr. Hubbard to attend the program activities.

Ms. Bafundo reported that the Library Networking Committee is also being kept up to date. At the LNC's last meeting, it was suggested that Library Directors invite Board members and trustees to attend Judith Krug's lecture. It was further suggested that we provide lecture participants with information prior to the lecture on what point of view Judith Krug will take. Ms. Segel suggested that we compile a list of articles or prepare a bibliography. Dr. Cook volunteered to compile a list of articles to be made available to the lecture participants.

Ms. Bafundo reported that she also sent an invitation to the CCHENV Board Members and member Institution Presidents extending an invitation to them to attend any of the program activities. Also, letters have been sent to Library Directors informing them of participant selection.

Dr. Schindler raised the question as to the status of Parochial Schools acquiring membership to the Library Networking Committee. As of this point, Parochial Schools are not members of the Library Networking Committee. This idea will be referred to the Library Networking Committee.

Ms. Bafundo then gave a report on Workshop #1 and #2. She thanked Ms. Strain for arranging the use of the MITRE Corporation facility which turned out to be an excellent location.

For Workshop #1, the overall effectiveness was rated a 7.45 on a 10 point scale. Dr. Hittner was rated in the range of 3.2 to 3.6 out of a possible 4.

For Workshop #2, only minimal data has been compiled to date. The overall effectiveness of the workshop was rated a 7.53. Other data will be reported when computations are completed.

Ms. Bafundo shared her reactions to both workshops with the committee. She felt that the participants could have benefitted more from both Communications Workshops if the Basic Reference Tools workshop had been offered first. Dr. Hittner's workshops dealt with the quality of the verbal/affective response, and not with the content/cognitive responses. For future programs, it was suggested that a full day program be offered which covers both reference interview techniques and communications techniques.

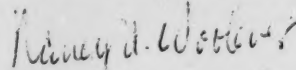
For Workshop #3, Ms. Bafundo reported that she met with Carolyn White and Nancy Burns, who will stress the Reference Interview in their workshop. They will also give the participants 30 different problems to solve using Basic Reference Tools taught to them during the workshop.

Ms. Bafundo reported that she will meet with Joan Giesecke, course instructor, this Thursday, January 29, 1981 to finalize plans for the course.

The next meeting of the Project Review Committee will be March 24, 1981, 2:00 p.m. in the conference room at the offices of the Consortium.

The meeting was adjourned at 3:15 p.m.

Respectfully submitted,



Nancy A. Woolever  
Project Secretary

In-Service Training Program for Library Paraprofessionals  
Project Review Committee  
Meeting Minutes

March 24, 1981

The fourth bi-monthly meeting of the Project Review Committee convened March 24, 1981 at 2:00 p.m.

Members present were:

Dr. Gordon Cook, Committee Chairman, Learning Resource Center,  
Northern Virginia Community College, Woodbridge Campus  
Ms. Charlotte Wilhelmi, Administrator, CCHENV  
Dr. Clayton Schindler, Professor, Department of Education, GMU  
Ms. Paula Strain, MITRE Corporation  
Ms. Donna R. Bafundo, Project Coordinator, CCHENV/LNC Project Office  
Ms. Nancy Woolever, Project Secretary, CCHENV/LNC Project Office

Dr. Cook welcomed the committee and asked that the committee review the minutes from January's meeting for revisions or additions. The minutes were accepted as presented. Dr. Cook then turned the meeting over to Ms. Bafundo for the project progress report.

Ms. Bafundo first reported on the registration and participation figures to date. Since the committee last met, 2 more workshops have taken place and the course has begun. For the Basic Reference Tools workshop, 36 were registered, 34 attended. For the Media Mania Workshop, 37 were registered, 31 attended. The Basic Library Skills Course has met 6 times. The course has 38 registrants, and attendance has been excellent with very little participant attrition. Class attendance averages 34 participants per session. To date, the project has served 167 paraprofessionals. Both remaining program activities have been oversubscribed in order to allow for possible attrition.

Ms. Bafundo then gave a more detailed report on Workshops three and four. She reported that Workshop #3 (Basic Reference Tools) received an impressive overall rating of 8.03. Dr. Cook, who monitored the workshop, reported that the workshop was well organized and was a success at holding the participants' interest. Ms. White was forceful with her presentation and interacted well with the participants. Ms. Burns was less forceful, possibly due to voice projection and the physical constraints of the learning environment. Dr. Cook's only critical comment was that perhaps for future workshops, the instructor should make xerox copies of the materials being discussed, so that the students may learn by hearing and seeing the presented materials. It was suggested that an effective medium might be viewgraphs or use of an overhead projector for emphasis of major points. Dr. Cook felt that the reference problem-solving practice at the end of the workshop was an effective approach for getting a feel for the types of problems that can be solved by using basic reference tools.

Ms. Bafundo next reported on the course. Ms. Giesecke is a very effective and helpful facilitator. At the end of each session, she assigns the students to search for solutions to specific problems. Then the students report back



to the class on their findings. A special guest lecturer, Louella Wetherbee, will be visiting the class April 1, 1981 to make a presentation on computerized information systems.

Ms. Bafundo then reported on the Media Mania Workshop. Dr. Bernadine Thomas of Loudoun Campus, Northern Virginia Community College, served as the monitor at that particular workshop. Her evaluation report is forthcoming. Ms. Bafundo reported her reactions to Media Mania. The workshop received the highest overall rating (8.39) of any workshop to date. David Williams, Coordinator of Audio Visual Services at Alexandria Campus, Northern Virginia Community College, presented the workshop. The group was provided lab experience with different types of media equipment. The participants were divided into smaller groups of four. Each group was instructed by a technician on a particular type of equipment. They then operated the equipment on their own to work out small problems. Then 2 members of the group would move on to the next piece of equipment while 2 members of the group remained to teach 2 incoming group members how to use the piece of equipment. This process provided a constant flow of instruction and interaction between the participants. The large group was also instructed on the advantages and disadvantages of the many kinds of media. As a wrap-up exercise, a representative from each group gave a report to the entire group on operating instructions of each machine as well as the advantages and disadvantages of each. These reports were videotaped, and participants may request a copy of the tape. In addition to the group reports, the head technician presented tips for preventive maintenance of each machine.

The next item for discussion was the evaluation. Ms. Bafundo reported that plans for the evaluation are finally coming together. Two graduate students in Dr. Thomas' Research and Methodology class will be helping her with evaluation. They will evaluate and prepare data in report form for the first 4 workshops, the lecture and the course. They administered the pre-test for the course and will design a post-test. Ms. Bafundo has met with these 2 students several times. They have reviewed materials on programs similar to ours. Ms. Bafundo expects that we will receive a good product from them.

Ms. Wilhelmi suggested that we also conduct a few casual interviews with Library Directors to determine how their paraprofessionals have improved on the job since training. This would add an often neglected component in the evaluation process. Ms. Bafundo also expressed the need to follow-up with the participants in order to assess training outcomes. These two processes, however, we must perform ourselves due to the time element.

Next on the agenda was the discussion of the lecture. Ms. Bafundo has met with the Public Relations Director who will initiate press support. Because of national interest in censorship related issues, the lecture has good publicity potential. George Mason University's News and Information Service has agreed to provide the following support.

1. issue a post-press release with a photo of Judith Krug. This will be done after the lecture since it is an invitational event.
2. issue a Media Advisory Alert prior to the lecture. Media Advisory Alerts are items which go over the wire service through the Washington/Metropolitan area in order to alert the press of news-worthy events.
3. send out the Washington Post's previous article on Judith Krug, if this can be deemed worthwhile.

4. alert educational and library trade journals to cover the event.
5. follow-up the aforementioned processes to determine those who will be covering the event.

To date there are 186 registered for the lecture. The group consists of paraprofessionals, professional librarians and library board members and trustees. An invitation has been sent to the school districts of the Arlington Diocese, Manassas City, Prince William County, Falls Church City, and the Association of Independent Colleges and Schools. Sister Ann Jose of Arlington Diocese, and the Prince William County Public Schools have responded. They will send a list of registrants within the near future. We have also extended an invitation to the lecture through the Consort to all readers of that publication. Ms. Bafundo also invited members of the Metropolitan Washington Council of Governments when she made a presentation to them on behalf of the project on Friday, March 20, 1981. Also at the COG meeting, Ms. Bafundo had the opportunity to meet William Hubbard, Virginia State Library, who was also attending the meeting. Mr. Hubbard and Mr. Haynes will be attending the lecture.

There followed a short discussion as to the focus and title of the lecture. It was decided that in order to send out the final invitations on schedule, we should give the lecture a title if Ms. Krug had not supplied us with one before the proposed mailing date.

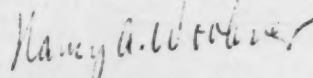
Discussed next was the final report. A major question before the committee was the question of how extensive the final report should be. Ms. Wilhelmi pointed out that since this is a model program, future programs will be easier to implement if a greater amount of material is available as a model, and therefore, we should include program outlines as part of the final report. After extensive discussion, it was decided that the final report should include program outlines, workshop/course materials, and transcripts of the tapes of the censorship lecture. These items would all be included as part of the appendices, since appendix items need not necessarily be related to the report content. It was suggested that we contact the instructors to determine whether or not they would want to edit their program outlines before the outlines are included in the final report. Dr. Cook requested that an outline of the contents of each section of the final report be provided to each Project Review Committee member before the next meeting, perhaps when the agendas are sent. Ms. Wilhelmi suggested that we present the final report at the June 23, 1981 meeting of the Library Networking Committee.

The next item discussed was the budget. As of the end of February, a bill was submitted to Virginia State Library for expenditures made on behalf of the grant from September 1, 1980 to February 28, 1981. This bill did not include the honoraria payments to the program instructors, and therefore does not correctly reflect total expenditures made to date.

The floor was opened for general discussion. Dr. Schindler suggested that we send a copy of the final report to ERIC, so that it can be recorded on microfiche. By doing this, the final report of this project can become a valuable asset to users of ERIC. Ms. Strain suggested that we send a news story about the project to the Library Journal in order to reach those for whom the project has significant relevance. It was also suggested that we release photographs of the program activities with the news articles.

The meeting adjourned at 3:15 p.m. The next Project Review Committee is scheduled for Tuesday, May 26, 1981 at 2:00 p.m. in the conference room of the CCHENV.

Respectfully submitted,



Nancy A. Woolever  
Project Secretary

**In-Service Training Program for Library Paraprofessionals  
Project Review Committee  
Meeting Minutes**

May 26, 1981

The final meeting of the Project Review Committee convened May 26, 1981 at 2:00 p.m.

**Members present were:**

Dr. Gordon M. Cook, Committee Chairman, Learning Resource Center, Northern Virginia Community College, Woodbridge Campus  
Ms. Charlotte Wilhelmi, Administrator, CCHENV  
Dr. Robert T. Hawkes, Jr., Dean, Division of Continuing Education, George Mason University  
Ms. Judith Segel, Assistant Director, Arlington County, Department of Libraries  
Ms. Donna McHugh, Acting Coordinator, Public Services, Division of Continuing Education, George Mason University  
Ms. Donna Bafundo, Project Coordinator, CCHENV/LNC Project Office  
Ms. Nancy A. Woolever, Project Secretary, CCHENV/LNC Project Office

Dr. Cook welcomed the committee and introduced a guest, Ms. Donna McHugh, Acting Coordinator, Public Services in the Division of Continuing Education at George Mason University. Ms. McHugh will be the Division of Continuing Education contact person for future implementation of the program under Dean Hawkes' direction. Dr. Cook asked that the committee review the minutes from the March meeting for revisions or additions. The minutes were accepted as presented. Dr. Cook then turned the meeting over to Ms. Bafundo for the project progress report.

Ms. Bafundo first reported on the Business Reference Services workshop. This was the project's first full-day program. 32 paraprofessionals were in attendance. No overall rating was available because the final computer run was being performed on the evaluation data for the workshop. However, Ms. Bafundo reported the results of the pre-test and post-test, based upon 30 participants' responses. The mean pre-test score was 51%, whereas the mean post-test score was 72.2%. Six people achieved 70% or greater on the pre-test, whereas 19 people achieved 70% or greater on the post-test. One person earned 100% on the pre-test, whereas six people earned 100% on the post-test. These figures show positive outcomes of training which will also be reflected in the computer data.

The lecture program was attended by 214 library paraprofessionals, professional librarians, board members and library trustees. The Metro Campus Conference Center facility was ideal; the staff support was highly professional. Ms. Bafundo wrote a letter of commendation to Ms. Sandra Sweitzer, Coordinator, George Mason University Metro Campus Conference Center, which was copied to George Mason University's President George W. Johnson. In terms of evaluative data from the lecture, the 105 returned questionnaire respondents rated the overall effectiveness of the lecture a 8.5. Ms. Bafundo reported that she had received a letter from Judith Krug expressing her pleasure in having the



opportunity to make a presentation in conjunction with the training program.

The Basic Skills course maintained an average attendance of 34 attendees per week. This showed an outstanding commitment on the part of the trainees. The course received an overall rating of 8.85.

Ms. Bafundo reported to the committee that we have far exceeded participation figures expected by the funding agency. Throughout the project, 409 participants have been served by the training program, representing 53 different Library Networking Committee member libraries.

Since the Project Review Committee last met, Ms. Bafundo has made several presentations on behalf of the project. First, Ms. Bafundo addressed COLT's East Coast Conference on May 15, 1981. COLT heard of the project through an article in COG's AXIS. Ms. Bafundo spoke to approximately 200 paraprofessionals. As a result, she received 52 requests for information concerning next year's program from conferees who reside in the Washington/Metropolitan area. These requests attest to the great need for an in-service training program for paraprofessionals in the area. Ms. Bafundo also addressed the joint meeting of the CCHENV Board of Directors and Citizens Advisory Committee on May 19, 1981. Her presentation on behalf of the project was very well received. On June 23, 1981, Ms. Bafundo will address the Library Networking Committee of the CCHENV to give a final summary of the project and present the final report.

Discussed next was the final report. Ms. Bafundo told the committee that the final copy must be submitted by June 4, 1981 to George Mason University Publications, who will be reproducing and binding the document. The final report is estimated to be a 50 page document, printed on both sides. Several committee members praised the organizational soundness of the report, as reflected in the outline prepared by Ms. Bafundo for the Project Review Committee's review and recommendations.

The chapter on the Project Evaluation will include an acknowledgement of the evaluation team's contributions. The evaluation itself is a complete, formal document which includes a well-done literature search, a statement of the problem, examination of methods and procedures, and most importantly includes the findings which support the significant differences between skill before the training and skill after the training. It is important to recognize, however, that the evaluation instruments only measure perceived differences on the part of the participants. With the course, the pre-test and post-test provide statistically sound data.

The question of how to handle dissemination of the honorarium was raised. Dr. Wayne Thomas has refused the honorarium, but may accept it if the monies could be used to expand his research efforts in the educational field. After a short discussion, the committee recommended that Ms. Bafundo explore the possibilities with the funding agency. The committee has no objection to distributing the funds for the advancement of educational research. Dean Hawkes suggested that perhaps the funds could be used to develop a bibliography of reference materials for use by paraprofessionals in the library. However, Ms. Wilhelmi pointed out that the expenditure must be used to pay personnel.



In discussing future programs, Ms. Bafundo referred the committee to the Instructional Staff Meeting Minutes of May 12, 1981. The committee agreed with the recommendations presented by the Instructional Staff, making few additions, but recommending several revisions. The following points were emphasized.

- Communication Skills for the Paraprofessional will cover both the affective and the cognitive aspects of communication. The reference interview will be covered more extensively.
- Small group size will not be a problem in the future. Since the program will be on-going, participants will be confident that programs missed one year can be taken the next.
- Tuition cost would most likely be \$15.00 to \$20.00, but should under no circumstances exceed \$25.00.
- If a workshop on Library Information and Technology is not possible, a program on technology could be incorporated through the lecture component.
- In the future, the monitor system should be standardized. And, although this year's monitor system was not standardized, the process of involving the Library Networking through the monitors was advantageous to the project.
- The number of years of previous library experience of the paraprofessionals plays an important part in training effectiveness and should not be overlooked on the questionnaires in the future.
- By offering the course in the morning, the program may be able to attract those unable to attend evening programs.
- A stronger evaluative instrument, such as the pre-test/post-test should be incorporated in the future.

As part of the future implementation of the program, it was moved and seconded that a liaison be appointed from the Library Networking Committee, preferably a member of this Project Review Committee, to work along with the Division of Continuing Education on the future implementation of the program. George Mason University's Division of Continuing Education, under the direction and guidance of Dean Robert T. Hawkes, Jr., has made a commitment to continuing this training in the future.

The Project Review Committee complimented the Project Staff on the merits of their work and the success of the project.

The meeting adjourned at 3:30 p.m.

Respectfully submitted,

*Nancy A. Woolever*

Nancy A. Woolever  
Project Secretary

In-Service Training Program for Library Paraprofessionals  
Instructional Staff Meeting  
Minutes

September 25, 1980

The initial meeting of the instructional staff for the Consortium for Continuing Higher Education in Northern Virginia/Library Networking Committee's "In-Service Training Program for Paraprofessionals" convened at 1:00 p.m. on Thursday, September 25, 1980 in the project office at the Consortium.

Those present were:

Ms. Donna R. Bafundo, Project Coordinator, CCHENV/LNC Project Office  
Ms. Nancy Burns, Fairfax County Public Library, Richard Byrd Branch  
Ms. Joan Giesecke, Librarian, George Mason University  
Dr. Ary Hittner, Assistant Professor, Department of Education, George Mason University  
Ms. Carolyn White, Reference Department, Central Library, Fairfax County Public Library  
Mr. David Williams, Coordinator, Audio-visual Services, Learning Resource Center, Northern Virginia Community College  
Ms. Nancy Woolever, Project Secretary, CCHENV/LNC Project Office

Ms. Charlotte Wilhelmi, Administrator, CCHENV, briefly joined the group to welcome them to the project on behalf of the Consortium's Library Networking Committee.

Ms. Bafundo spoke generally about the grant, its source of funding, and the nature of the project. Ms. Bafundo reported to the group, that for their convenience, an automatic answering machine has been installed for those times when the project staff is out of the office. The office can be reached by phoning 323-2157. For matters of urgency, Ms. Bafundo can be reached at 323-2467 if she cannot be reached at extension 2157.

The first item for discussion was that of scheduling and locating the workshops and the course. All dates, locations and times are tentative, pending confirmation. For the first workshop, Communications I, Ms. Bafundo suggested December 18, 1980 from 12:30 p.m. to 4:30 p.m. to be held in Conference rooms A and B at MITRE Corporation. Ms. Hittner explained that she may have a conflict concerning that particular day and time since it is final exam week at GMU. It was recommended that both Communications I and II be held at a location which has audio-visual equipment available. After some discussion, it was suggested that Communications I and II be held at the same location. Communications II will be held on January 22, 1981.

Ms. Bafundo confirmed with Ms. Burns and Ms. White the Tysons-Pimmet Branch Library as an appropriate location for the Basic Reference Tools Workshop. In conjunction with library policy, the workshop must be held during the morning when the library is closed to the public. The projected date and time for the Basic Reference Tools Workshop is Thursday, February 19, 1981 from 9:00 a.m. to 1:00 p.m.

Mr. Williams expressed the need for his workshop to be held at the Learning Resource Center at Northern Virginia Community College, Alexandria Campus. A proposed date for the Media Mania Workshop is Thursday, March 19, 1981 from 1:00 p.m. to 5:00 p.m. at Main Building, Room 327, Northern Virginia Community College, Alexandria Campus.

Concerning the workshop to be conducted by Ms. Krug, Ms. Bafundo informed the group that she must contact Ms. Krug to confirm whether or not she wishes to have her workshop date coincide with her trip to the area for the American Library Association Conference. After this information has been obtained, final arrangements can be made concerning the Workshop.

Concerning the Business Reference Services Workshop, Ms. Giesecke suggested that it be held in two sessions with a lunch break in between the two. She requested an on-campus location since she is most familiar with the business reference collection at Fenwick Library. A tentative date is Thursday, May 21, 1981 in the Student Building on GMU's Main Campus.

Concerning the course, Ms. Bafundo suggested that it begin February 11, 1981, 7:05 p.m. to 9:50 p.m., so that it will run concurrently with GMU's Spring Semester. The course will run for 10 weeks, concluding April 15, 1981.

Ms. Bafundo set up several deadlines for the instructional staff. By October 3, 1980, she requested a 35-40 word biographical sketch from each instructor for inclusion in the informational brochure. Also by October 3, 1980, all changes in course or workshop description must be handed-in in written form. By November 10, 1980, she needs a full outline of workshops, including planned workshop activities, which will be reviewed at the next Project Review Committee meeting.

Ms. Bafundo then explained that the project office will provide as much instructional support as possible in the areas of typing, duplicating and ordering supplies. She requested that all materials to be typed and/or duplicated should be submitted no later than 3 weeks prior to the projected workshop date.

Discussing evaluation, Ms. Bafundo requested that each instructor design and submit an assessment instrument (questionnaire) 2 weeks prior to the workshop date. Also, 2 weeks following the workshop or course, the analyzed questionnaires should be submitted to this office. The evaluative data will be compiled into aggregate form from three sources: trainee assessment, instructor self-assessment, and Library Networking Committee assessment. Ms. Bafundo suggested that an effective tool for instructors would be the pretest/post-test type of evaluation of the training. Each instructor will be required to submit a self-assessment based on his/her workshop objectives. The Library Networking Committee will also have a representative attending each workshop and the course in order to provide objective assessment. It was suggested that assessment be included as the final activity for each workshop. A goal of each instructor should be to have a completed assessment instrument from each participant in-hand before the end of the workshop.

Ms. Burns suggested that all instructors emphasize the presence of the Cooperative Collection within the Consortium.

Ms. Bafundo informed each instructor about the \$150.00 honorarium that they will receive. She also explained the cooperative nature of the project and the offer of George Mason University's Division of Continuing Education

to extend the project, if successful, beyond the funding period.

The meeting adjourned at 2:05 p.m.

Respectfully submitted,

*Nancy A. Woolever*

Nancy A. Woolever  
Project Secretary



In-Service Training Program for Library Paraprofessionals  
Instructional Staff Meeting  
Minutes

May 12, 1981

The instructional staff of the In-Service Training Program for Library Paraprofessionals met on Tuesday, May 12, 1981 at 1:30 p.m. Those members present were:

Ms. Joan Giesecke, Librarian, George Mason University  
Ms. Carolyn White, Librarian, Fairfax County Public Libraries  
Mr. David Williams, Coordinator, Ausio Visual Services, Northern Virginia Community College, Alexandria Campus  
Ms. Donna R. Bafundo, Project Coordinator  
Ms. Nancy A. Woolever, Project Secretary

Discussed first was the Evaluation. Ms. Bafundo reported that two graduate students are preparing the evaluation under the direction of Dr. Wayne Thomas, George Mason University faculty member. To date, data has been compiled through the fourth module of the project. This data shows statistically significant improvements from content understanding before training to content understanding after training. Subsequently, this supports the fact that paraprofessionals have gained technical knowledge and skill as a result of the training program. Ms. Bafundo reported that she will provide each instructional staff member with a final report which will include the evaluation data which specifically applies to each member's program activity.

Discussed next was the final report. Ms. Bafundo reported that the project office will release 250 copies of the final report. Since this is a pilot training program, the report will be disseminated within the region and the state. Materials from each activity will be included, each credited to it's author. Ms. Bafundo emphasized that if instructors used outside materials, it is necessary that each source be carefully documented. Included in the final report will be a one page summary of each activity, which may be compiled by the instructor if he/she desires; otherwise, Ms. Bafundo will write the summaries. Any additional information pertaining to activity format or content would be gratefully appreciated. Due to the short time frame involved, however, any available information should be relayed to the project office as soon as possible. The final report is to be presented to the Library Networking Committee at the June 23, 1981 meeting. George Mason University publications, who will be duplicating and binding the final report, requires that the final draft be submitted by the first week of June.

Ms. Bafundo opened the floor for discussion pertaining to recommendations for future programs, which will be continued through George Mason University's Division of Continuing Education. For future implementation, several ideas were proposed.

- Based on this year's training program, the modular approach to training paraprofessionals is clearly the most effective form of training, and should be continued.
- In-Service programs held concurrently with work day hours are better than weekend programs.

Appendix K3, Page 4



- A more effective training program could be achieved by combining basic reference techniques with communications.
- Dividing paraprofessionals into groups by type of library is more advantageous and promotes confidence.
- The open registration to the lecture was advantageous to the program, and should be carried through to future presentations.
- Group size for each workshop should be limited to a maximum of 20.
- The amount paid in honoraria should remain constant through future programs.
- Money should be allocated for technical support at the Media workshop.
- Communications/Basic Reference Tools should be first in the series of programs.
- A program on inter-office communications should be implemented in the future.
- Many people could benefit from a program dealing with informational and technological sources.
- The course would be more effective if offered in the morning. However, a commitment must be obtained from the library systems to release their employees for the duration of the course.
- It may be more effective to package the media program into two separate components. Basic Skills in Media Utilization would be for beginners, while Advanced Skills in Media Utilization would allow for specificity within the media field.
- A tuition fee of \$20.00 was suggested to cover direct and indirect costs of program components.
- Staff development funds can usually be obtained through employee organizations in the event that a prospective participant cannot afford program tuition.
- A program to meet the specific needs of Library Media Technical Assistants should be designed.
- In terms of evaluation, a quantitative content evaluation, such as a pre-test/post-test instrument, would substantially measure whether or not the participants were trained.

Several well-known, dynamic speakers were identified as possible sources for keynote addresses:

- Mr. Hinnners from the Air and Space Museum
- Curt Cylke from Catholic University, who would most likely speak on resource services for the handicapped.
- Ivan Bender from the U.S. Government, who would most likely speak on Educational Technology.

In the discussion which followed, it was pointed out that throughout the year, the program has dealt with an exceptional yet extremely diverse group. It is important to recognize that the outcome of the training is directly related to the caliber of the individual coming into the program to be trained. Quite different results may be obtained if the training were implemented in other areas.

Ms. Bafundo acknowledged the very competent contributions made by the instructional staff to the project, thanked them for their participation, and expressed delight that they all wish to participate in future implementation of the project through the Division of Continuing Education at George Mason University.

Respectfully submitted,

*Nancy A. Woolever*

Nancy A. Woolever  
Project Secretary

Registration/Attendance Analysis

| <u>Program Activity</u>       | <u>Number Registered</u> | <u>Actual Attendance</u> | <u>Attrition Rate</u> |
|-------------------------------|--------------------------|--------------------------|-----------------------|
| Basic Communication Skills    | 35                       | 33                       | 5%                    |
| Advanced Communications       | 36                       | 31                       | 13%                   |
| Basic Reference Tools         | 36                       | 34                       | 5%                    |
| Media Mania                   | 37                       | 31                       | 16%                   |
| Business Reference Services   | 36                       | 32                       | 11%                   |
| Lecture Program on Censorship | 226                      | 214                      | 5%                    |
| Basic Library Skills Course   | 38                       | 37*<br>(See Table 1)     | 10%**                 |

\* Reflects number on class roster before student attrition,

\*\* Four (4) students withdrew from the course, representing 10% of the original registration.

TABLE 1 Basic Library Skills for the Paraprofessional Course Attendance

| <u>Week</u> | <u>Attendance</u> |
|-------------|-------------------|
| 1           | 33                |
| 2           | 35                |
| 3           | 34                |
| 4           | 34                |
| 5           | 34                |
| 6           | 27                |
| 7           | 31                |
| 8           | 32                |
| 9           | 32                |
| 10          | 26                |

Average Attendance: 32 students per session

Participating Libraries by TypeACADEMIC LIBRARIES

Catholic University of America  
 George Mason University  
 Marymount College of Virginia  
 Northern Virginia Community College  
     Alexandria Campus  
     Annandale Campus  
     Manassas Campus  
     Media Processing Center  
     Woodbridge Campus  
 Virginia Polytechnic Institute and State University

PUBLIC LIBRARIES

Alexandria Libraries  
 Arlington County Department of Libraries  
 Fairfax County Public Libraries  
     Administrative Offices  
     Carter Glass Branch  
     Central Branch  
     Dolley Madison Branch  
     George Mason Regional  
     John Marshall Branch  
     Kings Park Branch  
     Martha Washington Branch  
     Patrick Henry Branch  
     Reston Regional  
     Richard Byrd Branch  
     Sherwood Regional  
     Thomas Jefferson Branch  
     Tysons-Pimmit Branch  
 Loudoun County Public Libraries  
     Loudoun County Central  
     Purcellville Branch  
     Sterling Public Library  
     Thomas Balch Branch  
 Mary Riley Styles Public Library  
 Prince William County Public Libraries

SCHOOL LIBRARIES

Alexandria City Public Schools  
 Arlington Public School System  
 Diocese of Arlington, Department of Catholic Education  
 Fairfax County Public Schools  
     Columbia Elementary  
     James Lee Media Center  
 Loudoun County Public Schools

Participating Libraries by TypeSPECIAL LIBRARIES

Analytic Services, Inc.  
Center for Jury Studies  
GTE Telenet Communication Corporation  
Honeywell Information Systems  
JRB Associates  
MITRE Corporation  
Page Communication Engineers, Inc.  
Planning Research Corporation  
PRC Vorhees Library  
Prison Fellowship Information Center  
Science Applications, Inc.  
TELCOM  
The Van Evera Library - Human Resources Research Organization  
TRW Energy Systems  
TRW Library  
U.S. Supreme Court Library



Representation Figures by Type of Library\*

| <u>Program<br/>Activity</u>          | <u>From<br/>Public<br/>Libraries</u> | <u>From<br/>Academic<br/>Libraries</u> | <u>From<br/>School<br/>Libraries</u> | <u>From<br/>Special<br/>Libraries</u> |
|--------------------------------------|--------------------------------------|----------------------------------------|--------------------------------------|---------------------------------------|
| Basic<br>Communication<br>Skills     | 19                                   | 5                                      | 1                                    | 8                                     |
| Advanced<br>Communications           | 19                                   | 4                                      | 2                                    | 6                                     |
| Basic<br>Reference<br>Tools          | 17                                   | 9                                      | 2                                    | 6                                     |
| Media<br>Mania                       | 16                                   | 7                                      | 3                                    | 5                                     |
| Business<br>Reference<br>Services    | 19                                   | 5                                      | 0                                    | 8                                     |
| Basic<br>Library<br>Skills<br>Course | 14                                   | 11                                     | 3                                    | 9                                     |
| TOTALS                               | 104                                  | 41                                     | 11                                   | 42                                    |
| Percentage<br>Factor                 | 52%                                  | 21%                                    | 6%                                   | 21%                                   |

\* Excludes representation figures from the lecture program

Continuing Education Units Awarded\*

| <u>Activity</u>             | <u>Attendance</u> | <u>CEU's<br/>awarded per attendee</u> |
|-----------------------------|-------------------|---------------------------------------|
| Basic Communication Skills  | 33                | .4                                    |
| Advanced Communications     | 31                | .4                                    |
| Basic Reference Tools       | 34                | .4                                    |
| Media Mania                 | 31                | .4                                    |
| Business Reference Services | 32                | .6                                    |
| Basic Library Skills Course | 37**              | .3 per class meeting                  |

\* Excludes figures from the lecture program.

\*\* See Table 1.

Table 1 CEU's Awarded for Basic Library Skills for the Paraprofessional Course

1 student received .9 CEU's.  
 2 students received 1.2 CEU's.  
 1 student received 1.8 CEU's.  
 8 students received 2.4 CEU's.  
 13 students received 2.7 CEU's.  
 12 students received 3.0 CEU's.



Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### III. Outcomes

- |                                                                                               |   |   |   |   |
|-----------------------------------------------------------------------------------------------|---|---|---|---|
| 1. How information met your needs                                                             | 1 | 2 | 3 | 4 |
| 2. How information met your expectations                                                      | 1 | 2 | 3 | 4 |
| 3. Your level of understanding about basic communications <u>before</u> the training workshop | 1 | 2 | 3 | 4 |
| 4. Your level of understanding about basic communications <u>after</u> the training workshop  | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### IV. Content

- |                                                                                                |   |   |   |   |
|------------------------------------------------------------------------------------------------|---|---|---|---|
| 1. How would you rate your understanding of the following concepts <u>before</u> the workshop? |   |   |   |   |
| a. empathy                                                                                     | 1 | 2 | 3 | 4 |
| b. respect                                                                                     | 1 | 2 | 3 | 4 |
| c. genuineness                                                                                 | 1 | 2 | 3 | 4 |
| d. confrontation                                                                               | 1 | 2 | 3 | 4 |
| 2. How would you rate your understanding of the following concepts <u>after</u> the workshop?  |   |   |   |   |
| a. empathy                                                                                     | 1 | 2 | 3 | 4 |
| b. respect                                                                                     | 1 | 2 | 3 | 4 |
| c. genuineness                                                                                 | 1 | 2 | 3 | 4 |
| d. confrontation                                                                               | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### V. General

- |                                             |   |   |   |   |
|---------------------------------------------|---|---|---|---|
| 1. How did you find out about the workshop? | 1 | 2 | 3 | 4 |
| 1 = co-worker    2 = supervisor             |   |   |   |   |
| 3 = library director    4 = newspaper       |   |   |   |   |

- YES \_\_\_\_\_ NO \_\_\_\_\_

- time of day \_\_\_\_\_  
day of week \_\_\_\_\_

- 

- | YES | NO | How much? |
|-----|----|-----------|
|-----|----|-----------|

- 

1. Age Bracket (circle one)                      1    2    3    4    5  
1 = less than 25; 2 = 25-34;  
3 = 35-44; 4 = 45-54; 5 = 55 and above

3. Household Income (circle one)                      1    2    3    4    5  
1 = less than \$8,000; 2 = \$8,001 - \$16,000;  
3 = \$16,001 - \$24,000; 4 = \$24,001 - \$32,000;  
5 = \$32,001 and above

4. How many wage earners are included in the household? (check one)  
 1            2            more than two

5. Education level                                                1     2     3     4     5  
1 = elementary school or less; 2 = some high school;  
3 = high school graduate; 4 = some college; 5 = college graduate

6. Would you be willing to be interviewed regarding your reactions to this workshop?    YES                      NO



Name \_\_\_\_\_

Address \_\_\_\_\_ Zip \_\_\_\_\_

Telephone Number \_\_\_\_\_

7. Ethnic Origin

|                           |   |       |
|---------------------------|---|-------|
| Am. Indian/Alaskan Native | 1 | _____ |
| Non-Hispanic Black        | 2 | _____ |
| Asian/Pacific Islander    | 3 | _____ |
| Hispanic Origin           | 4 | _____ |
| Non-Hispanic White        | 5 | _____ |

Marital Status

|           |   |       |
|-----------|---|-------|
| Single    | 1 | _____ |
| Married   | 2 | _____ |
| Widowed   | 3 | _____ |
| Divorced  | 4 | _____ |
| Separated | 5 | _____ |

Thank you for the time you have  
taken to complete this evaluation.

The Consortium for Continuing Higher  
Education in Northern Virginia  
Library Networking Committee

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Comments: \_\_\_\_\_

Appendix P, Page 5  
4210 Roberts Road  
Fairfax, Virginia 22032  
(703) 323-2157

- |                         |   |   |   |   |
|-------------------------|---|---|---|---|
| 3. Question and Answers | 1 | 2 | 3 | 4 |
| 4. Workshop Materials   | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### III. Outcomes

- |                                                                                               |   |   |   |   |
|-----------------------------------------------------------------------------------------------|---|---|---|---|
| 1. How information met your needs                                                             | 1 | 2 | 3 | 4 |
| 2. How information met your expectations                                                      | 1 | 2 | 3 | 4 |
| 3. Your level of understanding about<br>communications <u>before</u> the training<br>workshop | 1 | 2 | 3 | 4 |
| 4. Your level of understanding about<br>communications <u>after</u> the training<br>workshop  | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### IV. Content

- |                                                                                                   |   |   |   |   |
|---------------------------------------------------------------------------------------------------|---|---|---|---|
| 1. How would you rate your understanding of the following concepts<br><u>before</u> the workshop? |   |   |   |   |
| a. empathy                                                                                        | 1 | 2 | 3 | 4 |
| b. respect                                                                                        | 1 | 2 | 3 | 4 |
| c. genuineness                                                                                    | 1 | 2 | 3 | 4 |
| d. confrontation                                                                                  | 1 | 2 | 3 | 4 |
| e. a destructive communication                                                                    | 1 | 2 | 3 | 4 |
| f. a very facilitative communication                                                              | 1 | 2 | 3 | 4 |
| 2. How would you rate your understanding of the following concepts<br><u>after</u> the workshop?  |   |   |   |   |
| a. empathy                                                                                        | 1 | 2 | 3 | 4 |
| b. respect                                                                                        | 1 | 2 | 3 | 4 |
| c. genuineness                                                                                    | 1 | 2 | 3 | 4 |
| d. confrontation                                                                                  | 1 | 2 | 3 | 4 |
| e. a destructive communication                                                                    | 1 | 2 | 3 | 4 |
| f. a very facilitative communication                                                              | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### V. General

- |                                             |   |   |   |   |
|---------------------------------------------|---|---|---|---|
| 1. How did you find out about the workshop? | 1 | 2 | 3 | 4 |
| 1 = co-worker    2 = supervisor             |   |   |   |   |
| 3 = library director    4 = newspaper       |   |   |   |   |

2. Would you be interested in future training workshops on communications?

YES \_\_\_\_\_ NO \_\_\_\_\_

3. What are your scheduling preferences for future workshops?

time of day \_\_\_\_\_

day of week \_\_\_\_\_

4. What topics relative to library paraprofessionals would you like to see covered in future workshops?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5. Would you be willing to pay for future workshops?

YES \_\_\_\_\_ NO \_\_\_\_\_ How much? \_\_\_\_\_

6. What changes would you like to see implemented in future workshops?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#### VI. Demographic Information

1. Age Bracket (circle one)      1    2    3    4    5

1 = less than 25; 2 = 25-34;

3 = 35-44; 4 = 45-54; 5 = 55 and above

2. Occupation \_\_\_\_\_

3. Household Income (circle one)      1    2    3    4    5

1 = less than \$8,000; 2 = \$8001-\$16,000;

3 = \$16,001-\$24,000; 4 = \$24,001-\$32,000;

5 = \$32,001 and above

4. How many wage earners are included in the household? (check one)

1 \_\_\_\_\_ 2 \_\_\_\_\_ more than two \_\_\_\_\_

5. Education level      1    2    3    4    5

1 = elementary school or less; 2 = some high school;

3 = high school graduate; 4 = some college; 5 = college graduate

6. Would you be willing to be interviewed regarding your reactions to this workshop? YES \_\_\_\_\_ NO \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_ Zip \_\_\_\_\_

Telephone Number \_\_\_\_\_

7. Ethnic Origin

Am. Indian/Alaskan Native  
 Non-Hispanic Black  
 Asian/Pacific Islander  
 Hispanic Origin  
 Non-Hispanic White

1 \_\_\_\_  
 2 \_\_\_\_  
 3 \_\_\_\_  
 4 \_\_\_\_  
 5 \_\_\_\_

Marital Status

Single 1 \_\_\_\_  
 Married 2 \_\_\_\_  
 Widowed 3 \_\_\_\_  
 Divorced 4 \_\_\_\_  
 Separated 5 \_\_\_\_

Thank you for the time you have  
 taken to complete this evaluation.





|                         |   |   |   |   |
|-------------------------|---|---|---|---|
| 3. Question and Answers | 1 | 2 | 3 | 4 |
| 4. Workshop Materials   | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### III. Outcomes

|                                                                                                |   |   |   |   |
|------------------------------------------------------------------------------------------------|---|---|---|---|
| 1. How information met your needs                                                              | 1 | 2 | 3 | 4 |
| 2. How information met your expectations                                                       | 1 | 2 | 3 | 4 |
| 3. Your level of understanding about basic reference tools <u>before</u> the training workshop | 1 | 2 | 3 | 4 |
| 4. Your level of understanding about basic reference tools <u>after</u> the training workshop  | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### IV. Content

|                                                                                                  |   |   |   |   |
|--------------------------------------------------------------------------------------------------|---|---|---|---|
| 1. How would you rate your depth of knowledge in the following areas <u>before</u> the workshop? |   |   |   |   |
| a. reference interview techniques                                                                | 1 | 2 | 3 | 4 |
| b. techniques for using reference tools                                                          | 1 | 2 | 3 | 4 |
| c. specific reference tools                                                                      |   |   |   |   |
| 1. bibliographies                                                                                | 1 | 2 | 3 | 4 |
| 2. dictionaries                                                                                  | 1 | 2 | 3 | 4 |
| 3. encyclopedias                                                                                 | 1 | 2 | 3 | 4 |
| 4. almanacs                                                                                      | 1 | 2 | 3 | 4 |
| 5. handbooks                                                                                     | 1 | 2 | 3 | 4 |
| 6. directories                                                                                   | 1 | 2 | 3 | 4 |
| 7. atlases and gazeteers                                                                         | 1 | 2 | 3 | 4 |
| 8. anthologies                                                                                   | 1 | 2 | 3 | 4 |
| 9. indexes                                                                                       | 1 | 2 | 3 | 4 |
| 10. biographical sources                                                                         | 1 | 2 | 3 | 4 |
| 11. government documents and information                                                         | 1 | 2 | 3 | 4 |
| 12. chronologies                                                                                 | 1 | 2 | 3 | 4 |
| 13. business sources                                                                             | 1 | 2 | 3 | 4 |
| 2. How would you rate your depth of knowledge in the following areas <u>after</u> the workshop?  |   |   |   |   |
| a. reference interview techniques                                                                | 1 | 2 | 3 | 4 |
| b. techniques for using reference tools                                                          | 1 | 2 | 3 | 4 |
| c. specific reference tools                                                                      |   |   |   |   |
| 1. bibliographies                                                                                | 1 | 2 | 3 | 4 |
| 2. dictionaries                                                                                  | 1 | 2 | 3 | 4 |
| 3. encyclopedias                                                                                 | 1 | 2 | 3 | 4 |

|                                          |   |   |   |   |
|------------------------------------------|---|---|---|---|
| 4. almanacs                              | 1 | 2 | 3 | 4 |
| 5. handbook                              | 1 | 2 | 3 | 4 |
| 6. directories                           | 1 | 2 | 3 | 4 |
| 7. atlases and gazeteers                 | 1 | 2 | 3 | 4 |
| 8. anthologies                           | 1 | 2 | 3 | 4 |
| 9. indexes                               | 1 | 2 | 3 | 4 |
| 10. biographical sources                 | 1 | 2 | 3 | 4 |
| 11. government documents and information | 1 | 2 | 3 | 4 |
| 12. chronologies                         | 1 | 2 | 3 | 4 |
| 13. business sources                     | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### V. General

1. How did you find out about the workshop?      1      2      3      4  
 1 = co-worker    2 = supervisor  
 3 = library director    4 = newspaper

2. Would you be interested in future training workshops on basic reference tools?

YES \_\_\_\_\_ NO \_\_\_\_\_

3. What are your scheduling preferences for future workshops?

Time of Day \_\_\_\_\_  
 Day of Week \_\_\_\_\_

4. What topics relative to library paraprofessionals would you like to see covered in future workshops?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

5. Would you be willing to pay for future workshops?

YES \_\_\_\_\_ NO \_\_\_\_\_ How much? \_\_\_\_\_

6. What changes would you like to see implemented in future workshops?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

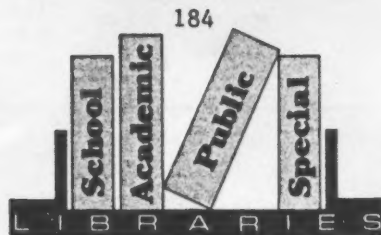
VI. Demographic Information

1. Age Bracket (Circle one)                      1      2      3      4      5  
 1 = less than 25; 2 = 25-34;  
 3 = 35-44; 4 = 45-54; 5 = 55 and above
2. Occupation \_\_\_\_\_
3. Household Income (Circle one)                      1      2      3      4      5  
 1 = less than \$8,000; 2 = \$8,001-  
 \$16,000; 3 = \$16,001-\$24,000;  
 4 = \$24,001-\$32,000; 5 = \$32,001 and above
4. How many wage earners are included in the household? (Check one)  
 1 \_\_\_\_\_ 2 \_\_\_\_\_ more than two \_\_\_\_\_
5. Education Level                                      1      2      3      4      5  
 1 = elementary school or less; 2 = some high school;  
 3 = high school graduate; 4 = some college; 5 = college graduate
6. Would you be willing to be interviewed regarding your reactions to this workshop?    Yes \_\_\_\_\_    No \_\_\_\_\_

Name \_\_\_\_\_  
 Address \_\_\_\_\_ Zip Code \_\_\_\_\_  
 Telephone Number \_\_\_\_\_

- |                           |         |                           |
|---------------------------|---------|---------------------------|
| 7. <u>Ethnic Origin</u>   |         | <u>Marital Status</u>     |
| Am. Indian/Alaskan Native | 1 _____ | Single            1 _____ |
| Non-Hispanic Black        | 2 _____ | Married          2 _____  |
| Asian/Pacific Islander    | 3 _____ | Widowed         3 _____   |
| Hispanic Origin           | 4 _____ | Divorced         4 _____  |
| Non-Hispanic White        | 5 _____ | Separated        5 _____  |

Thank you for the time you have  
 taken to complete this evaluation.



# IN-SERVICE TRAINING PROGRAM FOR LIBRARY PARAPROFESSIONALS

The Consortium for Continuing Higher  
Education in Northern Virginia  
Library Networking Committee

## Media Mania Workshop Evaluation

Your evaluation of this workshop will assist us in determining the extent to which the training has assisted you as a library paraprofessional.

Rate the OVERALL EFFECTIVENESS of this workshop

|          |   |   |   |   |   |   |   |   |   |    |          |
|----------|---|---|---|---|---|---|---|---|---|----|----------|
| worst    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | best     |
| possible |   |   |   |   |   |   |   |   |   |    | possible |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

RATING SCALE      1 = POOR      2 = FAIR      3 = GOOD      4 = EXCELLENT

### I. Workshop Instructor

David Williams

|                              |   |   |   |   |
|------------------------------|---|---|---|---|
| 1. clearness of objectives   | 1 | 2 | 3 | 4 |
| 2. achievement of objectives | 1 | 2 | 3 | 4 |
| 3. clarity of presentation   | 1 | 2 | 3 | 4 |
| 4. ease of understanding     | 1 | 2 | 3 | 4 |
| 5. organization              | 1 | 2 | 3 | 4 |
| 6. level of preparation      | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Appendix P, Page 13

4210 Roberts Road  
Fairfax, Virginia 22032  
(703) 323-2157



Rating Scale      1 = POOR      2 = FAIR      3 = GOOD      4 = EXCELLENT

### II. Instruction and Methods

|                                                       |   |   |   |   |
|-------------------------------------------------------|---|---|---|---|
| 1. Workshop presentation                              | 1 | 2 | 3 | 4 |
| 2. Equipment Operation Lab                            | 1 | 2 | 3 | 4 |
| 3. Equipment Evaluation and<br>Preventive Maintenance | 1 | 2 | 3 | 4 |
| 4. Workshop Materials                                 | 1 | 2 | 3 | 4 |
| 5. 16mm Film                                          | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### III. Outcomes

|                                                                                                       |   |   |   |   |
|-------------------------------------------------------------------------------------------------------|---|---|---|---|
| 1. How information met your needs                                                                     | 1 | 2 | 3 | 4 |
| 2. How information met your expectations                                                              | 1 | 2 | 3 | 4 |
| 3. Your level of understanding about<br>audio visual equipment <u>before</u> the<br>training workshop | 1 | 2 | 3 | 4 |
| 4. Your level of understanding about<br>audio visual equipment <u>after</u> the<br>training workshop  | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### IV. Content

1. How would you rate your depth of knowledge in the following areas before the workshop?
  - a. rationale for using media      1      2      3      4
  - b. principles and procedures for media      1      2      3      4  
utilization
  - c. characteristics and types of  
audio visual equipment
    1. overhead projector      1      2      3      4
    2. opaque projector      1      2      3      4
    3. filmstrip projector      1      2      3      4
    4. slide projector      1      2      3      4
    5. 16mm motion picture projector      1      2      3      4
    6. record player      1      2      3      4
    7. cassette tape recorder      1      2      3      4

Rating Scale      1 = POOR      2 = FAIR      3 = GOOD      4 = EXCELLENT

(Depth of knowledge before, continued)

- |                                                                 |   |   |   |   |
|-----------------------------------------------------------------|---|---|---|---|
| d. criteria for evaluating audio visual equipment               | 1 | 2 | 3 | 4 |
| e. preventive maintenance procedures for audio visual equipment | 1 | 2 | 3 | 4 |

2. How would you rate your depth of knowledge in the following areas after the workshop?

- |                                                                 |   |   |   |   |
|-----------------------------------------------------------------|---|---|---|---|
| a. rationale for using media                                    | 1 | 2 | 3 | 4 |
| b. principles and procedures for media utilization              | 1 | 2 | 3 | 4 |
| c. characteristics and types of audio visual equipment          |   |   |   |   |
| 1. overhead projector                                           | 1 | 2 | 3 | 4 |
| 2. opaque projector                                             | 1 | 2 | 3 | 4 |
| 3. filmstrip projector                                          | 1 | 2 | 3 | 4 |
| 4. slide projector                                              | 1 | 2 | 3 | 4 |
| 5. 16mm motion picture projector                                | 1 | 2 | 3 | 4 |
| 6. record player                                                | 1 | 2 | 3 | 4 |
| 7. cassette tape recorder                                       | 1 | 2 | 3 | 4 |
| d. criteria for evaluating audio visual equipment               | 1 | 2 | 3 | 4 |
| e. preventive maintenance procedures for audio visual equipment | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#### V. General

1. How did you find out about the workshop?    1    2    3    4  
 1 = co-worker    2 = supervisor  
 3 = library director    4 = newspaper

2. Would you be interested in future training workshops on audio visual equipment?

YES \_\_\_\_\_ NO \_\_\_\_\_

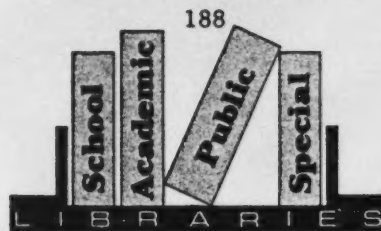
3. What are your scheduling preferences for future workshops?

Time of Day \_\_\_\_\_  
 Day of Week \_\_\_\_\_

4. What topics relative to library paraprofessionals would you like to see covered in future workshops?

\_\_\_\_\_  
 \_\_\_\_\_





# IN-SERVICE TRAINING PROGRAM FOR LIBRARY PARAPROFESSIONALS

The Consortium for Continuing Higher  
Education in Northern Virginia  
Library Networking Committee

## Business Reference Services Workshop Evaluation

Your evaluation of this workshop will assist us in determining the extent to which the training has assisted you as a library paraprofessional.

Rate the OVERALL EFFECTIVENESS of this workshop

|          |   |   |   |   |   |   |   |   |   |    |          |
|----------|---|---|---|---|---|---|---|---|---|----|----------|
| worst    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | best     |
| possible |   |   |   |   |   |   |   |   |   |    | possible |

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

RATING SCALE      1 = POOR      2 = FAIR      3 = GOOD      4 = EXCELLENT

### I. Workshop Instructor

Joan Giesecke

|                              |   |   |   |   |
|------------------------------|---|---|---|---|
| 1. clearness of objectives   | 1 | 2 | 3 | 4 |
| 2. achievement of objectives | 1 | 2 | 3 | 4 |
| 3. clarity of presentation   | 1 | 2 | 3 | 4 |
| 4. ease of understanding     | 1 | 2 | 3 | 4 |
| 5. organization              | 1 | 2 | 3 | 4 |
| 6. level of preparation      | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Rating Scale      1 = POOR      2 = FAIR      3 = GOOD      4 = EXCELLENT

## II. Instruction and Methods

- |                          |   |   |   |   |
|--------------------------|---|---|---|---|
| 1. Workshop presentation | 1 | 2 | 3 | 4 |
| 2. Workshop materials    | 1 | 2 | 3 | 4 |
| 3. Overhead Projections  | 1 | 2 | 3 | 4 |
| 4. Bulletin Board        | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## III. Outcomes

- |                                                                                                 |   |   |   |   |
|-------------------------------------------------------------------------------------------------|---|---|---|---|
| 1. How information met your needs                                                               | 1 | 2 | 3 | 4 |
| 2. How information met your expectations                                                        | 1 | 2 | 3 | 4 |
| 3. Your level of understanding about<br>business sources <u>before</u> the training<br>workshop | 1 | 2 | 3 | 4 |
| 4. Your level of understanding about<br>business sources <u>after</u> the training<br>workshop  | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## IV. Content

1. How would you rate your depth of knowledge in the following areas before the workshop?
- |                        |   |   |   |   |
|------------------------|---|---|---|---|
| a. subject guides      | 1 | 2 | 3 | 4 |
| b. periodical indexes  | 1 | 2 | 3 | 4 |
| c. investment sources  | 1 | 2 | 3 | 4 |
| d. marketing services  | 1 | 2 | 3 | 4 |
| e. statistical sources | 1 | 2 | 3 | 4 |
| f. computer data bases | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Rating Scale      1 = POOR      2 = FAIR      3 = GOOD      4 = EXCELLENT

2. How would you rate your depth of knowledge in the following areas after the workshop?

|                        |   |   |   |   |
|------------------------|---|---|---|---|
| a. subject guides      | 1 | 2 | 3 | 4 |
| b. periodical indexes  | 1 | 2 | 3 | 4 |
| c. investment sources  | 1 | 2 | 3 | 4 |
| d. marketing services  | 1 | 2 | 3 | 4 |
| e. statistical sources | 1 | 2 | 3 | 4 |
| f. computer data bases | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#### V. General

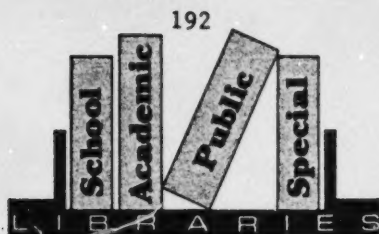
1. How did you find out about the workshop?    1    2    3    4  
 1 = co-worker; 2 = supervisor;  
 3 = library director; 4 = newspaper
2. Would you be interested in future training workshops on business sources?  
 YES \_\_\_\_\_ NO \_\_\_\_\_
3. What are your scheduling preferences for future workshops?  
 Time of Day \_\_\_\_\_  
 Day of Week \_\_\_\_\_
4. What topics relative to library paraprofessionals would you like to see covered in future workshops?  
 \_\_\_\_\_  
 \_\_\_\_\_
5. Would you be willing to pay for future workshops?  
 YES \_\_\_\_\_ NO \_\_\_\_\_ How Much? \_\_\_\_\_
6. What changes would you like to see implemented in future workshops?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

VI. Demographic Information

1. Age Bracket (Circle one)                      1      2      3      4      5  
 1 = less than 25; 2 = 25-34;  
 3 = 35-44; 4 = 45-54; 5 = 55 and above
2. Occupation \_\_\_\_\_
3. Household Income (Circle one)                      1      2      3      4      5  
 1 = less than \$8,000; 2 = \$8,001-  
 \$16,000; 3 = \$16,001-\$24,000;  
 4 = \$24,001-\$32,000; 5 = \$32,001 and above
4. How many wage earners are included in the household? (Check one)  
 1 \_\_\_\_\_ 2 \_\_\_\_\_ More than two \_\_\_\_\_
5. Education Level                                      1      2      3      4      5  
 1 = elementary school or less; 2 = some high school;  
 3 = high school graduate; 4 = some college; 5 = college graduate
6. Would you be willing to be interviewed regarding your reactions to this workshop?    Yes \_\_\_\_\_    No \_\_\_\_\_
- Name \_\_\_\_\_  
 Address \_\_\_\_\_ Zip Code \_\_\_\_\_  
 Telephone Number \_\_\_\_\_

7. Ethnic Origin                                      Marital Status
- |                           |         |           |         |
|---------------------------|---------|-----------|---------|
| Am. Indian/Alaskan Native | 1 _____ | Single    | 1 _____ |
| Non-Hispanic Black        | 2 _____ | Married   | 2 _____ |
| Asian/Pacific Islander    | 3 _____ | Widowed   | 3 _____ |
| Hispanic Origin           | 4 _____ | Divorced  | 4 _____ |
| Non-Hispanic White        | 5 _____ | Separated | 5 _____ |

Thank you for the time you have  
 taken to complete this evaluation.



# IN-SERVICE TRAINING PROGRAM FOR LIBRARY PARAPROFESSIONALS

The Consortium for Continuing Higher  
Education in Northern Virginia  
Library Networking Committee

## Basic Library Skills for the Paraprofessional Evaluation

Your evaluation of this course will assist us in determining the extent to which the training has assisted you as a library paraprofessional.

Rate the OVERALL EFFECTIVENESS of this course

|          |   |   |   |   |   |   |   |   |   |    |          |
|----------|---|---|---|---|---|---|---|---|---|----|----------|
| worst    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | best     |
| possible |   |   |   |   |   |   |   |   |   |    | possible |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

RATING SCALE      1 = POOR      2 = FAIR      3 = GOOD      4 = EXCELLENT

### I. COURSE INSTRUCTOR

Joan Giesecke

|                              |   |   |   |   |
|------------------------------|---|---|---|---|
| 1. clearness of objectives   | 1 | 2 | 3 | 4 |
| 2. achievement of objectives | 1 | 2 | 3 | 4 |
| 3. clarity of presentation   | 1 | 2 | 3 | 4 |
| 4. ease of understanding     | 1 | 2 | 3 | 4 |
| 5. organization              | 1 | 2 | 3 | 4 |
| 6. level of preparation      | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Rating Scale      1 = POOR      2 = FAIR      3 = GOOD      4 = EXCELLENT

## II. INSTRUCTION AND METHODS

|                                                |   |   |   |   |
|------------------------------------------------|---|---|---|---|
| 1. Course                                      | 1 | 2 | 3 | 4 |
| 2. Course Materials<br>(Readings and Handouts) | 1 | 2 | 3 | 4 |
| 3. Guest Lecturer<br>(Lou Wetherbee)           | 1 | 2 | 3 | 4 |
| 4. Course Assignments                          | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## III. OUTCOMES

|                                                                                                 |   |   |   |   |
|-------------------------------------------------------------------------------------------------|---|---|---|---|
| 1. How information met your needs                                                               | 1 | 2 | 3 | 4 |
| 2. How information met your expectations                                                        | 1 | 2 | 3 | 4 |
| 3. Your level of understanding about<br>basic public service skills <u>before</u><br>the course | 1 | 2 | 3 | 4 |
| 4. Your level of understanding about<br>basic public service skills <u>after</u><br>the course  | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## IV. CONTENT

|                                                                                                   |   |   |   |   |
|---------------------------------------------------------------------------------------------------|---|---|---|---|
| 1. How would you rate your depth of knowledge in the following areas <u>before</u><br>the course? |   |   |   |   |
| a. search strategy                                                                                | 1 | 2 | 3 | 4 |
| b. classification schemes<br>and catalogs                                                         | 1 | 2 | 3 | 4 |
| c. reference tools                                                                                | 1 | 2 | 3 | 4 |
| d. periodical indexes and<br>abstracting services                                                 | 1 | 2 | 3 | 4 |
| e. government documents                                                                           | 1 | 2 | 3 | 4 |
| f. library automation                                                                             | 1 | 2 | 3 | 4 |
| g. reference interview                                                                            | 1 | 2 | 3 | 4 |
| h. marketing library services                                                                     | 1 | 2 | 3 | 4 |

Rating Scale      1 = POOR      2 = FAIR      3 = GOOD      4 = EXCELLENT

2. How would you rate your depth of knowledge in the following areas after the course?

|                                                   |   |   |   |   |
|---------------------------------------------------|---|---|---|---|
| a. search strategy                                | 1 | 2 | 3 | 4 |
| b. classification schemes<br>and catalogs         | 1 | 2 | 3 | 4 |
| c. reference tools                                | 1 | 2 | 3 | 4 |
| d. periodical indexes and<br>abstracting services | 1 | 2 | 3 | 4 |
| e. government documents                           | 1 | 2 | 3 | 4 |
| f. library automation                             | 1 | 2 | 3 | 4 |
| g. reference interview                            | 1 | 2 | 3 | 4 |
| h. marketing library services                     | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#### V. GENERAL

- How did you find out about the course?      1      2      3      4  
 1 = co-worker; 2 = supervisor;  
 3 = library director; 4 = newspaper
- Would be interested in future programs for library paraprofessionals?  
 YES \_\_\_\_\_ NO \_\_\_\_\_
- What are your scheduling preferences for future programs?  
 Time of Day \_\_\_\_\_  
 Day of Week \_\_\_\_\_
- What topics relative to library paraprofessionals would you like to see covered in future programs?  
 \_\_\_\_\_  
 \_\_\_\_\_
- Would you be willing to pay for future programs?  
 YES \_\_\_\_\_ NO \_\_\_\_\_ How much? \_\_\_\_\_
- What changes would you like to see implemented in future programs?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



VI. Demographic Information

1. Age Bracket (Circle one)                      1      2      3      4      5  
 1 = less than 25; 2 = 25-34;  
 3 = 35-44; 4 = 45-54; 5 = 55 and above
2. Occupation \_\_\_\_\_
3. Household Income (Circle one)                      1      2      3      4      5  
 1 = less than \$8,000; 2 = \$8,001-  
 \$16,000; 3 = \$16,001-\$24,000;  
 4 = \$24,001-\$32,000; 5 = \$32,001 and above
4. How many wage earners are included in the household? (Check one)  
 1 \_\_\_\_\_ 2 \_\_\_\_\_ more than two \_\_\_\_\_
5. Education level                                      1      2      3      4      5  
 1 = elementary school or less; 2 = some high school; 3 = high school graduate;  
 4 = some college; 5 = college graduate
6. Would you be willing to be interviewed regarding your reactions to this course?  
                                          Yes \_\_\_\_\_ No \_\_\_\_\_

Name \_\_\_\_\_  
 Address \_\_\_\_\_ Zip Code \_\_\_\_\_  
 Telephone Number \_\_\_\_\_

7. Ethnic Origin                                      Marital Status
- |                           |         |           |         |
|---------------------------|---------|-----------|---------|
| Am. Indian/Alaskan Native | 1 _____ | Single    | 1 _____ |
| Non-Hispanic Black        | 2 _____ | Married   | 2 _____ |
| Asian/Pacific Islander    | 3 _____ | Widowed   | 3 _____ |
| Hispanic Origin           | 4 _____ | Divorced  | 4 _____ |
| Non-Hispanic White        | 5 _____ | Separated | 5 _____ |

Thank you for the time you have  
 taken to complete this evaluation.



Rating Scale      1 = POOR      2 = FAIR      3 = GOOD      4 = EXCELLENT

II. Instruction and Methods

- |                          |   |   |   |   |
|--------------------------|---|---|---|---|
| 1. Lecture               | 1 | 2 | 3 | 4 |
| 2. Questions and Answers | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

III. Outcomes

- |                                                                                     |   |   |   |   |
|-------------------------------------------------------------------------------------|---|---|---|---|
| 1. How information met your needs                                                   | 1 | 2 | 3 | 4 |
| 2. How information met your expectations                                            | 1 | 2 | 3 | 4 |
| 3. Your level of understanding about<br>censorship issues <u>before</u> the lecture | 1 | 2 | 3 | 4 |
| 4. Your level of understanding about<br>censorship issues <u>after</u> the lecture  | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

IV. General

1. How did you find out about the lecture?      1      2      3      4  
 1 = co-worker    2 = supervisor  
 3 = library director    4 = newspaper

2. Would you be interested in future programs on censorship?

YES \_\_\_\_\_ NO \_\_\_\_\_

3. What are your scheduling preferences for future lectures?

Time of Day \_\_\_\_\_  
 Day of Week \_\_\_\_\_

4. What topics relative to the library profession would you like to see covered in future programs?
- \_\_\_\_\_
- \_\_\_\_\_

5. Would you be willing to pay for future programs?

Yes \_\_\_\_\_ No \_\_\_\_\_ How much? \_\_\_\_\_

6. What changes would you like to see implemented in future programs?

---



---



---

### VI. Demographic Information

1. Age Bracket (Circle one)                      1      2      3      4      5  
 1 = less than 25; 2 = 25-34;  
 3 = 35-44; 4 = 45-54; 5 = 55 and above
2. Occupation \_\_\_\_\_
3. Household Income (Circle one)                      1      2      3      4      5  
 1 = less than \$8,000; 2 = \$8,001-  
 \$16,000; 3 = \$16,001-\$24,000;  
 4 = \$24,001-\$32,000; 5 = \$32,001 and above
4. How many wage earners are included in the household? (Check one)  
 1 \_\_\_\_\_ 2 \_\_\_\_\_ more than two \_\_\_\_\_
5. Education level                                      1      2      3      4      5      6  
 1 = elementary school or less; 2 = some high school; 3 = high school graduate;  
 4 = some college; 5 = college graduate; 6 = post graduate
6. Would you be willing to be interviewed regarding your reactions to this  
 lecture program? Yes \_\_\_\_\_ No \_\_\_\_\_

Name \_\_\_\_\_  
 Address \_\_\_\_\_ Zip Code \_\_\_\_\_  
 Telephone Number \_\_\_\_\_

- |                           |         |                       |
|---------------------------|---------|-----------------------|
| 7. <u>Ethnic Origin</u>   |         | <u>Marital Status</u> |
| Am. Indian/Alaskan Native | 1 _____ | Single                |
| Non-Hispanic Black        | 2 _____ | Married               |
| Asian/Pacific Islander    | 3 _____ | Widowed               |
| Hispanic Origin           | 4 _____ | Divorced              |
| Non-Hispanic White        | 5 _____ | Separated             |

Thank you for the time you have  
 taken to complete this evaluation.

## In-Service Training Program for Library Paraprofessionals

## Keypunch Instructions

| Column | Description                            | Range |
|--------|----------------------------------------|-------|
| 1-2    | Raw Score pre-test                     | 0-99  |
| 3-4    | Raw Score post-test                    | 0-99  |
| 5      | Overall Effectiveness                  | 0-9   |
| 6-11   | Instructor Evaluations                 | 1-4   |
| 12-17  | 2nd Instruction Evaluation             | 1-4   |
| 18-21  | Instruction and Methods                | 1-4   |
| 22-25  | Outcomes                               | 1-4   |
| 26-40  | Content Before                         | 1-4   |
| 45-59  | Content After                          | 1-4   |
| 64     | General                                | 1-4   |
| 65     | Interest yes-2 no-1                    | 1-2   |
| 66     | Time morning-1 afternoon-2 evening-3   | 1-3   |
| 67     | Day of Week Monday-1 through Sunday-7  | 1-7   |
| 68-70  | Comments yes-2 No Comments no-1        | 1-2   |
| 71     | Age                                    | 1-5   |
| 72     | Library Employee-4 Library Volunteer-3 |       |
|        | Student-2 Other-1                      | 1-4   |
| 73     | Income                                 | 1-5   |
| 74     | Wage Earners                           | 1-3   |
| 75     | Education                              | 1-5   |
| 76     | Interview yes-2 no-1                   | 1-2   |
| 77-78  | Origin/Marital Status                  | 1-5   |
| 79     | Comments on Form                       |       |
|        | Negative-1 No Comments-2               |       |
|        | Positive-3 Very Positive-4             | 1-4   |
| 80     | Workshop 1-5, Lecture 6, Course 7      | 1-7   |
|        | Basic Communications-1                 |       |
|        | Advanced Communications-2              |       |
|        | Basic Reference Tools-3                |       |
|        | Media Mania-4                          |       |
|        | Business Reference Services-5          |       |
|        | Censorship Lecture-6                   |       |
|        | Basic Library Skills Course-7          |       |



## PRE-TEST

1. Match the following questions to the best type of reference tool to use to find the answer.

| <u>QUESTION</u>                                                                              | <u>SOURCES</u>                                                     |
|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| _____ What does <u>mannequin</u> mean?                                                       | A. A subject encyclopeida                                          |
| _____ I'd like to read a good, but fairly simple, article about the American Revolution.     | B. An English language dictionary, based on historical principles. |
| _____ What was going on at University campuses in 1964?                                      | C. A yearbook                                                      |
| _____ Can you give me the names of the best dictionaries of chemical terms?                  | D. A guide to reference books                                      |
| _____ What is the French word for "transcend"?                                               | E. A gazetteer                                                     |
| _____ How many people belong to the American Medical Assoc?                                  | F. A bilingual dictionary                                          |
| _____ What countries border on Zaire?                                                        | G. A directory                                                     |
| _____ I'd like to read an authoritative, long article with a bibliography on a topic in art. | H. An almanac                                                      |
| _____ Where is Zaire?                                                                        | I. A general encyclopedia                                          |
| _____ What is the origin of the word <u>mannequin</u> ?                                      | J. A general English dictionary                                    |
| _____ Who won the women's free-style event in the last Olympics?                             | K. A slang dictionary                                              |
| _____ How did the phrase "ripoff" originate?                                                 | L. An atlas                                                        |

2. Place a check mark in front of any library tools below that you feel you can now use accurately and efficiently.

|                                                 |                                               |
|-------------------------------------------------|-----------------------------------------------|
| _____ The main <u>author/title</u> card catalog | _____ Reader's Guide to Periodical Literature |
| _____ The main <u>subject</u> card catalog.     | _____ Social Sciences and Humanities Index    |

- |                                                        |                                               |
|--------------------------------------------------------|-----------------------------------------------|
| _____ Encyclopedia of the<br>Social Sciences           | _____ Chemical Abstracts                      |
| _____ P.A.I.S. (Public Affairs<br>Information Service) | _____ New York Times Index                    |
| _____ Winchell's Guide to<br>Reference Books           | _____ MLA Bibliography                        |
| _____ Library of Congress<br>Classification System     | _____ Book Review Digest                      |
| _____ D.A.B. (Dictionary of<br>American Biography)     | _____ Dewey Decimal System                    |
| _____ Books in Print                                   | _____ National Union Catalog                  |
| _____ Bibliographic Index                              | _____ Union List of Serials                   |
| _____ Biological Abstracts                             | _____ Psychological Abstracts                 |
| _____ Biography Index                                  | _____ Applied Science and Technology<br>Index |
|                                                        | _____ O.E.D. (Oxford English<br>Dictionary)   |
|                                                        | _____ Essay and General Literature<br>Index.  |

Match the following reference questions with the source you feel would be the best place to begin searching. You DO NOT have to check to see if the answer is in the source.

QUESTION

- |                                                                                                                                     |                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| _____ I'm writing a very formal paper for an English class. What dictionary should I consult to be sure I am using words correctly? | A. <u>Acronyms and initialisms dictionary</u>                                          |
| _____ What does D.U.P.T. stand for?                                                                                                 | B. <u>Bartlett's Familiar Quotations</u>                                               |
| _____ What were Locke's major contributions to political philosophy?                                                                | C. <u>Black's Law Dictionary</u>                                                       |
| _____ What is the latitude and longitude of Rhyotite, Nevada? (It's a ghost town.)                                                  | D. <u>The college blue book</u>                                                        |
| _____ Who won the Pulitzer Prize in 1955?                                                                                           | E. <u>Dictionary of American slang</u>                                                 |
| _____ I'd like to write the American Psychological Association. What is their address?                                              | F. <u>Encyclopedia of associations</u>                                                 |
| _____ Who wrote the lines, "Rich and rare were the gems she wore/and a bright gold ring on her wand she bore."?                     | G. <u>Encyclopedia of education</u>                                                    |
| _____ What is the standard bibliography for American history?                                                                       | H. <u>Encyclopedia of world art</u>                                                    |
| _____ Where and when did the phrase "cool it" originate?                                                                            | I. <u>Granger's index to poetry</u>                                                    |
| _____ Where can I find a good legal definition of <u>tort</u> ?                                                                     | J. <u>Guinness book of world records</u>                                               |
| _____ Where can I find a general discussion of cell division?                                                                       | K. <u>Information please almanac</u>                                                   |
| _____ I'd like to see a detailed map of Borneo.                                                                                     | L. <u>International encyclopedia of the social sciences</u>                            |
| _____ What is the longest distance a human being has ever swum?                                                                     | M. <u>Kane's Famous first facts</u>                                                    |
| _____ How many schools in California give an M.A. in Anthropology?                                                                  | N. <u>McGraw Hill encyclopedia of science and technology</u>                           |
| _____ When was the word pornography first used in the English language?                                                             | O. <u>Oxford English dictionary</u>                                                    |
| _____ Who painted the "Adoration of the Magi?"                                                                                      | P. <u>The statesman's yearbook</u>                                                     |
|                                                                                                                                     | Q. <u>The Times atlas of the world</u>                                                 |
|                                                                                                                                     | R. <u>The Times world index gazetteer</u>                                              |
|                                                                                                                                     | S. <u>Webster's new international dictionary of the English language (2nd edition)</u> |
|                                                                                                                                     | T. <u>Webster's third new international dictionary of the English language</u>         |
|                                                                                                                                     | U. <u>Winchell's Guide to reference books</u>                                          |

— I'd like to read a good summary  
of the principles of our academic  
grading systems.

— Who is the current chief of state  
of Pakistan?

— Who was the first American to  
swim the English Channel?

— Who said, "If you have to ask  
what jazz is, you'll never know."?

Source: Rominger, Carol. Introduction to Library Research and Bibliography.